



Scandinavian School of Madrid

Parent Handbook

Practical guide to life at School

Version 1.7

Last revised: Nov 2012

Thank you to all parents who helped make this handbook a reality!

1	Introduction.....	3
2	Presentation of the School.....	3
3	Organisation.....	13
4	Practical Information.....	16
5	Annual School Activities	19
6	Student Care.....	21
7	Health and Safety.....	24
8	Extracurricular Activities.....	28
9	Communication.....	30
10	School Song	33
11	Living in Madrid	35
12	School Location	35
13	Contact Information.....	37
14	Feedback	37
15	APPENDIX A - ALLERGIES.....	38
16	APPENDIX B – LIVING IN MADRID	39

1 Introduction

This handbook has been developed to provide all families at the Scandinavian School of Madrid with essential information about the school and who to turn to for various matters. The electronic version of the handbook is always the most up to date version and available on the school website:

www.escandinavo.com.

2 Presentation of the School

The Scandinavian School in Madrid is a Swedish school abroad. Founded in 1944, the school has more than 65 years of experience, delivering Swedish education in a foreign environment. Initially, lessons were conducted in two premises in Madrid. In 1973, the school moved out to current premises in La Moraleja. In 1982 the name of the school was changed to the Scandinavian School to better reflect the diversity of the student body. In 2005, a bilingual (English/Spanish) preschool was opened.

Today the school offers programmes in preschool, primary and lower and upper secondary and has about 280 children ranging from 2 to 19 years old. The education is based on Scandinavian pedagogy and values.

Over the years, the school has moved from being a Swedish expat school to a true Scandinavian international school. An increasing number of students are permanent residents. About 15 nationalities are represented and 40% of the students have more than one nationality. About half of the students are of Nordic origin.

Music is very important to the school and students from year 3 onwards have the opportunity to play in orchestra, sing in the choir or join the guitar or keyboard groups. Pros and beginners alike join in and perform what they have learned in various celebrations such as the UN day, Christmas and end of school year concerts.

2.1 Vision

We have a vision that

*The Scandinavian School shall be a school that both
young people and adults look forward to coming to,
A school to be proud of,
A school that encourages lifelong learning*

2.2 Mission

2.3 Mission

Our mission was created by a group of parents, staff and board members and reflects our most important values.

Our school offers an education based on a Scandinavian educational philosophy. With head and heart we help students reach their full potential and become happy, responsible citizens in a changing world.



Head: We inspire in our students happiness, creativity and a desire for lifelong learning. We encourage them to think for themselves and express their own opinions.



Heart: We teach our students to respect differences in people's views and show empathy for the situation of others. We give them tools to understand the long term effects of their actions.

2.4 Objectives

We aim to reach the following goals from the Swedish curricula.

NORMS AND VALUES

The school should actively and consciously influence and stimulate pupils into embracing the common values of our society, and their expression in practical daily action.

The goals of the school are that each pupil:

- can consciously determine and express ethical standpoints based on knowledge of human rights and basic democratic values, as well as personal experiences,
- respects the intrinsic value of other people,
- rejects the subjection of people to oppression and degrading treatment, and also assist in helping other people,
- can empathise with and understand the situation other people are in and also develop the will to act with their best interests at heart, and
- shows respect and care for both the immediate environment, as well as the environment from a broader perspective.

KNOWLEDGE

The school should take responsibility for ensuring that pupils acquire and develop the knowledge that is necessary for each individual and member of society. This will also provide a basis for further education.

The school should support the harmonious development of the pupils. A sense of exploration, curiosity and desire to learn should form the foundations for school activities. The school should

provide pupils with structured teaching under the teacher's supervision, both as a whole class and on an individual basis. Teachers should endeavour in their teaching to balance and integrate knowledge in its various forms.

The school is responsible for ensuring that each pupil on completing compulsory school:

- can communicate in English, both in the spoken and written language, and also be given opportunities to communicate in some other foreign language in a functional way,
- can use mathematical reasoning for further studies and in everyday life,
- can use knowledge from scientific, technical, social science, humanistic and aesthetic areas of knowledge for further studies, in societal and everyday life,
- can solve problems and transform ideas into action in a creative way,
- can learn, research, and work independently and together with others, and feel confident in their own ability,
- can make use of critical thinking and independently formulate standpoints based on knowledge and ethical considerations,
- can interact with other people based on knowledge of similarities and differences in living conditions, culture, language, religion and history,
- has obtained knowledge of society's laws and norms, human rights and democratic values in school and in society,
- has obtained knowledge about the prerequisites for a good environment and sustainable development,
- has obtained knowledge about and an understanding of the importance of the individual's own lifestyle and its impact on health, the environment and society,
- can use and understand many different forms of expression such as language, art, music, drama and dance, and also has developed an awareness of the range of culture existing in society,
- can use modern technology as a tool in the search for knowledge, communication, creativity and learning, and
- can make well-informed choices regarding further education and vocational orientation.

RESPONSIBILITY AND INFLUENCE OF PUPILS

The democratic principles of being able to influence, take responsibility and be involved should cover all pupils. Pupils should be given influence over their education. They should be continuously encouraged to take an active part in the work of further developing the education and kept informed of issues that concern them. The information and the means by which pupils exercise influence should be related to their age and maturity. Pupils should always have the opportunity of taking the initiative on issues that should be treated within the framework of their influence over their education.

The goals of the school are that each pupil:

- takes personal responsibility for their studies and working environment,

- gradually exercises increasingly greater influence over their education and the internal work of the school, and
- has knowledge of democratic principles and develops the ability to work in democratic forms.

SCHOOL AND HOME

The joint responsibility of the school, parents and guardians for the pupils' schooling should create the best possible conditions for the development and learning of children and youth.

All who work in the school should:

- work together with the pupils' parents and guardians to jointly develop both the content and activities of the school.

THE SCHOOL AND THE SURROUNDING WORLD

Pupils should receive an education of high-quality in the school. They should also obtain a foundation for making choices in their further education. This presupposes that the compulsory school works closely with the upper secondary schools pupils will later attend. It also presupposes close co-operation between working life and the local community in general.

The goals of the school are that each pupil:

- can examine different options and make decisions on questions concerning their own future,
- has an insight into the local community, its organisations, cultural life and associations, and
- is informed about the opportunities for further education in Spain, Sweden and in other countries.

ASSESSMENT AND GRADES

Grades express the extent to which the individual pupil has attained the national knowledge requirements laid down for different subjects. To support grade assessment, subject specific knowledge requirements exist for the different grades.

The goals of the school are that each pupil:

- develops increasingly greater responsibility for their studies, and
- develops the ability to assess their own results and relate these and the assessments of others to their own achievements and circumstances.

2.5 Teaching Philosophy

The Scandinavian educational philosophy is based on the idea that every child deserves equal attention and respect and at the same time guidance, advice and examples to help them fully develop their potential in a safe and secure environment where they are encouraged to learn from their mistakes.

These values are laid out in the Swedish Education Act and the Curricula. The section below describes how we put these values into effect.

Students at the centre

- Each student is treated as unique and receives the necessary attention according to his/her individual level of maturity.
- Student progress at their own pace.
- Each student receives work at his/her level in the class room.

We do this by:
<ul style="list-style-type: none">- Having groups small enough for the teachers to form a personal relationship with each student- Knowing the names of the student. Teachers and other staff often also know the names of students not in their class- Listening to the students, giving them time to express their needs, wants and views- Having flexible academic goals and giving the teachers flexibility on how to achieve these according to the maturity of each student- Allowing students in the same class to work with the same theme at different levels- Having a Student Health Team which work to prevent and catch potential issues early, i.e identify students in need of additional support

Respect for others

- Students feel that they are worth the same and are equally treated.
- Students come from mixed backgrounds, many nationalities are represented.
- Students taught to show solidarity with the weak and vulnerable.
- Zero tolerance to degrading treatment and discrimination.

We do this by:
<ul style="list-style-type: none">- Explaining what a student has done wrong and why this is not tolerated (can get hurt, can make someone sad etc) instead of just telling them off- Having a team of staff trained to identify potential issues and address these at an early stage (Student Health Team)- Talking to students about unfair treatment- Celebrating diversity and talking about traditions from different countries- Taking an active interest in each other's languages and cultures- Doing joint projects between the Swedish speaking and English speaking section, e.g music projects- All students studying all three languages of the school (Spanish, English & Swedish)- Arranging theme days where we work together in mixed age groups to learn respect for each other and have fun together

A safe and supportive environment

- Small and family oriented
- Calm and peaceful environment

- Students feel that they are seen and heard
- Reduced number of students per teacher

We do this by:
<ul style="list-style-type: none"> - Welcoming parents into the class room in the mornings and afternoons - Having small classes and a high teacher to student ratio - Limiting the number of students in the school, only one class per year or less (age integrated classes) - Having open spaces, big windows and open doors to increase transparency of what is going on in the class room - Providing a safe environment where students are allowed to make mistakes in order to learn - Continuously assess students to confirm progress and to identify what can be improved in the teaching - Instilling a feeling of pride for the school - Singing our own school song - Enjoying music performances for all students, staff and parents

A close relationship with nature

- Promote sense of environmental responsibility in each student (e.g. love for nature, responsibility to keep tidy, recycling).
- Time spent outside in all weather conditions.
- Promote an understanding of the importance of environmental sustainability.
- Promote a sense of belonging and responsibility for the school.

We do this by:
<ul style="list-style-type: none"> - Providing plenty of outside space with lots of green. - Encouraging students to tidy up. - Encouraging recycling. - Encouraging students to take care of their belongings. <ul style="list-style-type: none"> ○ Books are often on loan and need to be returned to the school in the same condition as received.

Quality relationships with staff

- Competent and responsible staff with relevant education and high level of emotional maturity.
- Quality attachment relationship with each student.
- Teachers act as role models
- Proximity and continuity in relationship with teacher

We do this by:
<ul style="list-style-type: none"> - Careful selection of staff with not only the right education but also a drive and interest to support the way we work. - Wherever possible, hire staff with Scandinavian educational background also for the English speaking section, alternatively provide training in Scandinavian educational philosophy.

Independent individuals

- Play is an important part of learning, especially at younger age.
- Global development of the student: cognitive (language, perceptual, motor skills etc) and emotional development
- Personal responsibility for belongings
- Focus on how to find information
- Creative and experimental environment
- Critical thinking and own point of view is essential
- Encouraging lifelong learning

We do this by:
<ul style="list-style-type: none"> - Encouraging young students to be responsible for their belongings. - Encouraging young students to independently use the toilet and to get dressed independently - Not giving all the answers but encourage students to find out by themselves in e.g. books and internet - Encouraging students to be critical and form their own views - Giving students the tools to express their own views - Preparing students to manage on their own later in life - This includes classes in craft, cooking and home economics as well as practical experience in different work environments (PRAO) - Ensuring students understand why they learn different things by giving natural relationship to everyday life. For younger students this could e.g involve counting cars on the street and not only count in the classroom

International and multicultural awareness

- Understanding of cultures
- Respect for differences in cultures
- Richness of languages

We do this by:
<ul style="list-style-type: none"> - Exchanging teachers between groups, e.g. English speaking teacher reads story in English for students in Swedish speaking group.

- | |
|---|
| <ul style="list-style-type: none"> - Singing in different languages. - Celebrating different national holidays. - Having joint projects between the Swedish and English speaking sections. - Celebrating different national holidays. |
|---|

Close relationship between school and home

- Flat communication (students, parents, teachers and leadership).
- Parents welcome to participate in school activities.
- Open classrooms.

- | |
|---|
| We do this by: |
| <ul style="list-style-type: none"> - School run by a Parent Association - Having a parent representatives from each class that regularly meet with the Head of School. - Welcoming parents into the classroom (at agreed times) to admire the work of their student and to see where they spend most of the day. |

Positive attitude towards exercise and good health

- | |
|--|
| We do this by: |
| <ul style="list-style-type: none"> - Offering healthy food and encouraging healthy snacks to be brought to school. - Offering nature excursions, e.g annual trip to Pedriza for non preschool students. - Organising sports days for all students. - Teaching students the importance of good personal hygiene by ensuring everyone changes clothes for PE and shower after the lesson |

2.6 An international Education

The aim is to provide pupils with an international education. What this really means has been defined by a group of staff and parents:

Scandinavian School in Madrid offers an international education that....

...is open to all nationalities and cultures

...believes in interculturalism to promote diversity

...teaches students to respect the intrinsic values of other people

...provides tuition in different languages

...uses the universal language of music to stimulate and encourage the use of different languages

...provide a curriculum that promotes awareness of global issues

...prepare students to live and work in different countries around the world

...provides flexibility of mind

2.7 Programmes Offered

In **preschool** we offer a Swedish speaking section with Spanish and an English/Spanish bilingual section.

In **primary** we offer a Swedish speaking and an English speaking section.

The Swedish speaking section is run according to the Swedish curricula. The language of instruction is Swedish and mother tongue tuition is provided to the students of other Nordic countries.

The English speaking section is currently moving from a pure Swedish curricula to a curricula based on a combination of the Cambridge International Programme and the Swedish curricula. Tuition is in English and mother tongue tuition is provided to students of Nordic origin.

In upper **secondary**, we currently offer a Swedish speaking section leading to a Swedish graduation. For the last ten years, the School has also offered a guest student program for Upper Secondary students from Sweden. These students spend one school year in Madrid, accommodated in Spanish families. There are plans to offer secondary education in English in the future leading to a Cambridge qualification (A levels or Pre U).

Below is a schematic picture of the two programmes offered. Note that the Cambridge programme is under implementation. Areas shaded in red are plans for the future.

Age	Grade/Year	Programme Swedish Speaking Section	Programme English Speaking Section
2-4	Preschool	Swedish curricula	Swedish curricula
5	Preschool class	Swedish curricula	Cambridge primary & Swedish curricula
6	1	Swedish curricula	Cambridge primary & Swedish curricula
7	2	Swedish curricula	Cambridge primary & Swedish curricula
8	3	Swedish curricula	Cambridge primary & Swedish curricula
9	4	Swedish curricula	Cambridge primary & Swedish curricula
10	5	Swedish curricula	Cambridge primary & Swedish curricula
11	6	Swedish curricula	Cambridge primary & Swedish curricula
12	7	Swedish curricula	Cambridge Secondary 1 & Swedish curricula
13	8	Swedish curricula	Cambridge Secondary 1 & Swedish curricula

14	9	Swedish curricula	Cambridge Secondary 1 & Swedish curricula
15	1	Swedish curricula	Cambridge Secondary 2
16	2	Swedish curricula	Cambridge Secondary 2
17	3	Swedish curricula	Cambridge Advanced
18	4	n/a	Cambridge Advanced

2.8 Accreditation

National Agency for Education, Sweden

The Swedish speaking section in the Scandinavian School in Madrid follows the Swedish national curriculum and is approved by the Swedish National Agency for Education, “*Skolverket*”. The Swedish curriculum is by agreement also valid for students from the other Scandinavian countries. Students take the Swedish national tests in the compulsory school (primary and secondary) as well as in the non compulsory school (upper secondary). The Swedish National Agency for Education evaluate, follow up and supervise the achievement of students.

The School receives grants on a yearly basis for the compulsory education for those students whose parents are on a Swedish overseas contract, as well as a contribution to maintenance of the premises from the Swedish state through the National Agency for Education. Norway and Finland provide a grant for education for students from their respective countries.

Approved by the Spanish Ministry of Education

The School is also approved by the Spanish Ministry of Education to deliver education to foreign and Spanish students following the Swedish national curriculum. All students with Spanish as their native language receive complementary education following the Spanish National curriculum in language, literature and social science. The teachers of these subjects have a Spanish degree in education. Students who follow the Spanish National curricula in language, literature and social sciences will receive a Spanish ‘*Título Baccillerato*’. The School’s education is supervised by the Spanish school authority “*Consejería de Educación*”.

An official Cambridge International Examination Centre

The Scandinavian School is a newly accredited Cambridge Centre, using the International Cambridge Primary Programme in the English Speaking section.

Transition to new accreditation by CIS and NEASC

The school is working to achieve accreditation of the English speaking section by two international bodies; the Council of International Schools (CIS) and New England Association of Schools and Colleges (NEASC). These two organisations provide a joint accreditation process. In 2010/2011 we

hosted a successful Preliminary Visit and are now working on the so called self study. We believe that adhering to internationally recognised standards will benefit the whole school and bring quality to our education programme.

The accreditation is a long process, usually several years. The whole school is involved in the project of reviewing all aspects of the school environment. We expect a final accreditation visit in the autumn of 2013.

3 Organisation

3.1 School Association

The Scandinavian School is owned and managed by a local association, whose members are parents or guardians of those attending the school. The association is registered in Spain and is therefore operating under Spanish law in matters such as administration, finance and staff employment.

Statement of objectives

The Association of the Scandinavian School shall:

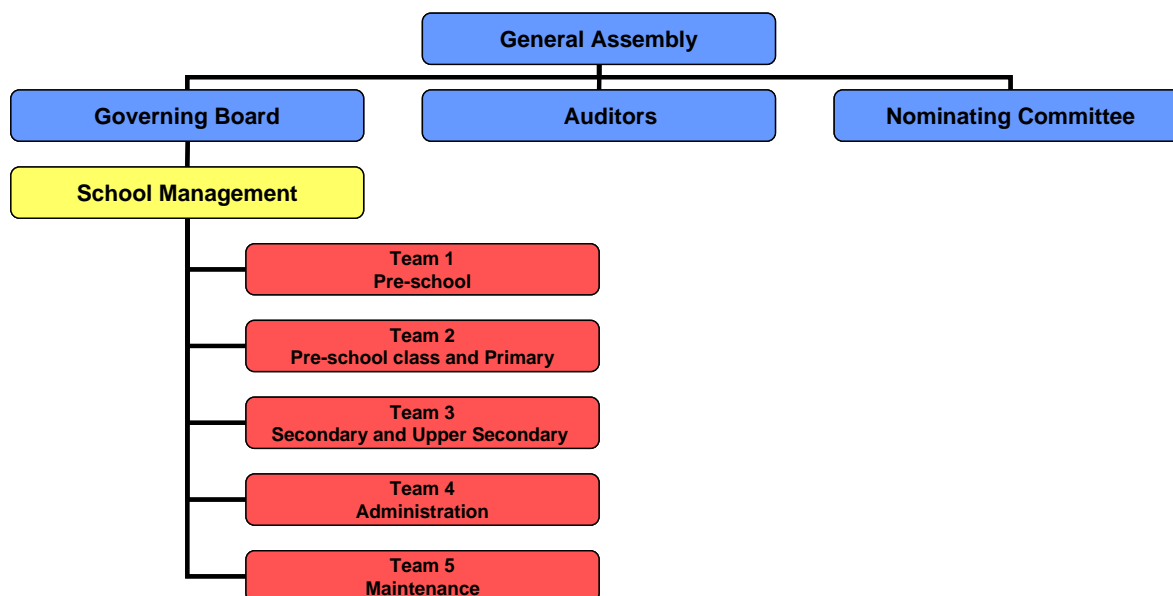
- offer children/students a sound education according to the Swedish curriculum.
- ensure a continuous follow up and evaluation of the pedagogical activity taking place.
- employ qualified staff contributing to a high and broad level of competence within the work teams.
- provide indoor and outdoor environments which are secure and safe, thus providing good conditions for a positive learning environment.
- maintain and renew the schools equipment.
- maintain a well balanced economic buffer for the future.
- correctly allocate the economic resources.
- actively market the school.
- extend cooperation with other national and international schools.

Membership

The Association of the Scandinavian School requires that the member has at least one child or student enrolled. Membership is arranged in connection with the registration at the school of the child or student. Membership is for one adult per family and he or she shall, according to existing statutes, be of Nordic origin, in order to safeguard Nordic ownership.

To safeguard the interest of all parents, including those who are not members of the School Association, the Board holds two information meetings every year for non-members to share decisions taken, to give an opportunity to ask questions and provide input.

An overview of functions and operational organisation



3.1.1 The functions of the Association

The General Assembly

The general assembly, often called the Annual Meeting, is the highest decision-making body, where all members of the association are represented. The general assembly establishes the statutes and has the authority to decide upon changes of the statutes. The general assembly sets the economic frames and elects among its members a governing board, auditors and a nominating committee. The statutes of the Association as well as minutes from the general assemblies and extra-ordinary assemblies are available on the notice board in the school’s administration building.

The Governing Board

The Governing Board is the executive body which governs the school with overall responsibility for staff, education, finances and administration. The governing board appoints a principal (Head of School) responsible for the pedagogical management and the day-to-day school activity.

In its annual report presented to the general assembly in October each year, the governing board describes what decisions it has made and how the financial resources have been used. It is the general assembly which grants the governing board discharge for the past financial year and approves the budget for the next year.

The governing board has the legal responsibility for the school. The governing board has the responsibility to ensure to that the school is run in accordance with the legal requirements of the

National Agency for Education relating to Swedish government funding. At the same time the responsibilities of the governing board are regulated by Spanish law. The governing board makes a local school plan and a development plan, which serve as a tool for follow-up of the school activity.

The Auditors

The auditors have the controlling function. It is their task to audit the accounts and check that decisions that have been taken have been followed up. The auditors' report is presented at the annual meeting where the general assembly is recommended to grant discharge to the Governing Board, or not to grant it in case of severe faults.

The Nominating Committee

It is the task of the nominating committee to propose prospective board members to the general assembly. The committee welcomes proposals on candidates throughout the school year. Representatives for the National Agency for Education, the School Administration and the staff, are elected between themselves within their own group and are automatic members of the Governing Board.

3.2 The Operating Organisation

The School Management

The School Management team consists of the Head of School, Deputy Head, Head of the English speaking Primary department and the Preschool Head. The Head of School is responsible for the educational management, the operational activity and the staff.

The Teams

The staff is grouped in work teams and it is the aim that each team shall be highly qualified and broadly competent. The role of the teams is to create an integral educational environment where teachers cooperate in their work with the students. This form of cooperation between the teachers allows for greater support and stimulus for each student. The varied strengths in each team contribute to a broader curriculum content.

The teams hold meetings on a regular basis and are responsible for dealing with individual development discussions, information regarding each student and preparations for smooth transitions between school years and educational stages. The teams also elaborate subject plans and work plans, in which the national and local goals are set and methods and tools are described in order to reach goals.

4 Practical Information

4.1 School Hours and Access Card

Generally classes begin at 9 am and finish at 3:30 pm. Preschool students can be dropped off between 9.00am to 9:30 am and may be collected between 3:10 pm to 3:30pm. The school offers an optional schedule of extended hours for an extra fee; i.e., early morning drop off from 8:30am and late pick up in the afternoons until 5.00pm.

The school is responsible for the safety of the students during the school's hours of operation and holds no responsibility after these hours. Parents should make sure that they make arrangements to pick up their children on time.

In order to enter and leave the school, each family is given a access card. Parents can buy additional or replacement cards from the school administration office.

4.2 Parking

The School does not have onsite parking, however on street parking is permitted. Please avoid obstructing the traffic when parking in the street.

To ensure the safety of our students, staff and families, everyone should drive carefully and attentively. Please respect the speed limit (30 km/hr) and the pedestrian crossing, especially during drop off and pick up times.

4.3 School Bus

A bus route is available for the areas of Madrid, La Moraleja, El Soto de la Moraleja and El Encinar de los Reyes. Parents who are interested should contact the administration office as soon as possible at the start of the school year or before as route may change depending on demand.

4.4 Adaptation Period (preschool)

In the beginning of the school year, new children in preschool are introduced gradually to the new environment during an adaption period. Children who enter the preschool later in the semester will begin the adaptation period based on their date of entry.

The adaption period is about two weeks. New preschool students are usually divided into two groups, so that half attend between 9am to 11am and the other half 11am to 1pm. During this period, the length of the school day will be lengthened little by little, until the child is already to complete a full day. However, the length and structure of the adaptation period is specific to each child's individual needs.

We encourage the children to adapt at their own pace to their preschool environment in order to increase their sense of security and to better facilitate their development as life-long learners.

4.5 Drop Off and Pick Up of Students

Children attending preschool should be taken to and picked up from their class room each morning and afternoon.

Students in Primary and Secondary make their own way up to their respective class rooms. The first lesson starts at 9 am and it is very important that all students arrive on time and are ready to start at 9 am. Students arriving late not only miss part of the first lesson but also disturbs the rest of the class and the teacher.

At pick up time, parents meet students on the lawn outside the Primary building.

4.6 Canteen

Parents, teachers, and students are welcome to the very informal cafeteria (in the canteen) to have coffee and tea in the morning.

4.7 Lunch

The school provides catering for lunch with a daily menu. The lunch is optional and is an additional cost to the school fees. Class teachers eat together with their class making it a pedagogical lunch.

The lunch menu can be found on the school's home page.

Students may also bring their own lunch. For a small fee, self catering students can make use of the cafeteria's refrigerator, microwave and consume bread and milk.

4.8 Breaks

In Primary and lower secondary there is one break in the morning (10.20 – 10.40 am), a break for lunch and a break in the afternoon (14:00-14:10). Students must be outside during break time unless the teacher has agreed they can stay in the class room and only if the teacher him/herself is present.

Staff has break duties and normally 3 people, each responsible for a specific area, are out during break time supervising the students.

4.9 Snack Time

Students are encouraged to bring a healthy snack, such as fruit or a sandwich to eat at snack time. No products containing nuts must ever be brought to school as we have students with severe allergy.

4.10 Water

Students should bring a drinking bottle for water to school. The water from all the taps at the school is potable.

4.11 Slippers

Younger students should bring a pair of comfortable indoor slippers to wear in the classroom. This helps to keep the classroom floors clean.

4.12 Gymnasium

Students change to gym clothes before each PE lesson. After the lesson, students must take a shower. They should bring their own towel, sandals and change of clothes.

4.13 Rain Clothes

Children and staff spend time outside every day in all weather conditions. We think it is very important that the children spend time in the fresh air. They are provided with the opportunity to see how the seasons change in nature and to experience how wonderful it can be to jump in a puddle of water, especially for the younger children. For these reasons, preschool students should have wet weather clothes and wellington boots ready for use. Rain clothes can be ordered through the school.

4.14 Extra Clothes and Bathroom (preschool and lower years in Primary)

The children should have a complete change of clothes in case of accidents. Preschool parents should also bring nappies and wet wipes, if required.

Please note that as the children play outside and may get wet, a spare set of clothes is also required for all children even though that are fully toilet trained.

4.15 Clothing for Sale

You can purchase wet weather clothing, beanies, sweat shirts, track pants, polar jackets and polo shirts from the school. Ask in reception.

4.16 Access to Individual Time Tables

Individual time tables can be accessed from the school web site. If you select the child's class and time table showing subject, time and teacher is displayed.

4.17 Lost and Found

We recommend that students put their names on all their belongings, so that found items can be identified and returned to its owner. All lost items are placed in a chest and if not claimed by the end of the school year, donated to a charity organisation.

4.18 Absence

Families are asked to schedule holidays when the school is closed. In special circumstances, a maximum of five school days per academic year may be approved by the Head of School. Absence should be applied for in writing (forms from the administration office) as far ahead as possible and submitted to the Head of Preschool (preschool children), Head of School (primary) or Sub Head (lower and upper secondary).

If absence is approved, the student should agree with the teacher what work to carry out during the absence.

4.19 Leaving the School

In December, each family is sent a form to complete indicating whether they intend to continue at the school the following academic year. The form should be returned to the school no later than February.

Continuing students must pay a deposit to secure their place for the following year. The deposit is deductible from the September school fees. Students who have paid the deposit but do not continue will forfeit the deposit.

4.20 Photographs

Once a year, the students have their photographs taken with their class and individually. The school will inform you when this will occur and how you can order the photos.

To enrich the content on the school website, photographs from the school are frequently added. The school asks parents at the beginning of the school year to fill in a form giving permission for the children to be included on such photos.

5 Annual School Activities

5.1 School Events

Every year we celebrate the following special occasions, often with song and music involved.

United Nations Day (24 Oct): This day marks the anniversary of the United Nations Letter on October 24, 1945; since 1948 it has been celebrated as United Nations Day.

Halloween Party (Late October) This festival has its origins in the Celtic festival of Samhain and the Christian celebration of All Saints Day. At school, children come dressed up in costumes and the school is decorated according to the Halloween theme.

Santa Lucia (13 Dec): This is a party based on the legend of an Italian saint who died as a martyr in 304. Santa Lucia brings light. At school, students dress in white as tärnor ("maidens") and stjärngossar ("star boys"), with a crown of candles or paper cones with stars, holding candles and singing together, giving some hope that the light will return. During the day, we eat pepparkakor and lussebullar, typical Swedish Christmas pastries. Christmas Bazaar (second Saturday in December) The Bazaar is the main activity of the school during Christmas time. On this day you can buy Scandinavian food and taste coffee, traditional cakes and Glögg, an aromatic and spicy punch. There are different activities throughout the day for both adults and children.

A group of parent volunteers work hard to arrange this special day.

Christmas party and concert (Late Dec) On the last day of school before Christmas all classes, from the smallest to the oldest, perform songs and music in a concert for parents. With this concert the Christmas holidays begin.

Carnival (mid February): In February, carnival is celebrated at our school. Children dress up for this fun and unique party.

International Week (March): During the month of March the Primary classes work with a selected country. The work comes together during the last week when classes travel to the different countries to learn more about their cultures, geography, language, history and more. There is also a show with song, dance and performances relating to the countries the students have worked with.

Walpurgis (April 30): On April 30, the school celebrates the feast of Walpurgis. Walpurgis is a Swedish tradition dating back to medieval times, where people gathered and danced around a bonfire.

Graduation: Graduation is the most important day for students as it marks the end of the studies for our Upper Secondary students.

End of year concert and spring concert: The last day of school all classes, from the smallest to the oldest, prepare different songs and acts and perform them in a concert for all parents. With this concert, the summer holiday start.

Scandinavian National Days: In addition, we often commemorate the National Days of the Nordic countries:

- Oct 12: National Day Spain
- May 17: National Day of Norway
- June 5: National Day of Denmark
- June 6: National Day of Sweden
- June 17: National Day of Iceland
- Dec 6: Independence Day of Finland

5.2 Excursions and Activities

Each year we organize several excursions and activities such as:

- Field trips
- Day trip to a farm
- Sports day
- Cultural excursions (theater, museums)
- Information is distributed by teachers and a small fee may be charged to cover transportation costs and entrance fees.

5.3 Public Holidays

Holiday dates vary slightly from year to year to ensure a minimum number of school days. A calendar can be found on the school website. The calendar is confirmed in October each year 20

(for current school year) after the Spanish Ministry have confirmed holidays for the next calendar year.

Normally, the school is closed during the following holidays:

- October 12 Ntra Sra del Pilar
- November 1 All Saints
- November 9 Almudena Ntra Sra
- December 6 Constitution Day
- December 8 Immaculate Conception
- Christmas vacation, are about two weeks.
- “Sports week” (Semana Blanca) is usually third or fourth week of February
- Easter
- 2nd May Madrid Community
- Summer holidays

6 Student Care

6.1 General Behaviour

The school expects that students at all times, both in and outside of school, behave as good representatives for the school. Adults and older students are expected to act as role models for the younger children.

In order to maximise the learning and well-being of everyone, we ask parents and students to be aware of the following rules of conduct.

We expect students to:

- Show respect for all students, staff and visitors
- Be considerate and help others
- Listen to others and wait for your turn to speak
- Arrive rested to school after having had breakfast
- Use polite language
- Arrive on time to lessons and bring all required material
- Always do your best at school and be responsible for completing homework
- Wear appropriate clothes
 - No hats/caps are to be worn in the dining hall
- Display appropriate table manners
- Respect the fact that the school is a place of work and everyone has the right to a calm working atmosphere

- Be able to work in a group regardless of who is in the group
- Take an active interest in being a good friend
- Help keep the school clean and tidy
- Respect trees and plants in the school yard
- Walk inside the school buildings (no running please!)
- Ensure that a member of staff is informed if something is broken
- Be responsible for own clothes and other belongings
- Only climb trees marked with a white ring and never climb higher than the ring
- Do not climb on football and basketball posts
- Play football on the sports field or the hill. Football is not allowed in the front garden
- Be outside during morning, lunch and afternoon break (Primary students only)
 - In case of very poor weather, and with the teacher's approval, students may be inside during the breaks. In these circumstances the teacher must stay with the children.
- Take turn when using the swings
- Do not enter any fenced area
- Use skateboards/in-lines on the football field only and always with a helmet

Rules for mobile phones and other electronic equipment/games

- Mobiles and games must be turned off during lessons
- No photos/filming of anyone without his/her permission
- In case of violation of the above rules, the teacher has the right to confiscate the mobile phone/game until the end of the school day.
- The school is not responsible for mobiles or any other equipment brought to school

Bans

- No smoking on school premises (inside and outside)
- No consumption of alcohol or other drugs at school or during activities arranged by the school.
- Students in year 9 and below are not allowed to leave the school premises during the school day.

- Upper secondary students (gymnasium) have access cards for their own use. They are not allowed to let younger students out the gate.
- Students are liable for any school property destroyed. Note that most of the books are borrowed books which are to be cared for and returned to the school in the same condition as received. Guardians are charged for lost or damaged material.

Rules of conduct for the use of computers

- In Primary, students visit the computer room with their teacher. Students are not allowed to be in the computer room without an adult. Secondary students are not allowed to use the Primary computer room.
- Food or drink consumption is not allowed whilst using the computers.
- Keep work area clean and tidy up before you leave
- Wash hands before and after use of the computers
- Always tests USB sticks and similar for virus before using with a school computer
- Only use school printers for school work

Ban related to the use of internet:

- It is forbidden to in any way remove or alter system filters and other filters required for the system to work properly
- It is forbidden to delete, read, change or write in a file without the permission of the file owner
- It is forbidden to change the settings of computers
- It is forbidden to install games or other programmes on the computers
- It is forbidden to download or install programmes or similar on the school computers
- It is forbidden to pass on extreme political or religious views
- It is forbidden to view or download pornography in any form
- It is forbidden to view You Tube or similar during school hours unless used for educational purposes by the teacher.
- It is forbidden to bully anyone through chat, mail etc
- It is forbidden to play violent games

Consequences of violation of the above rules

1. Involved teacher speaks with the student and informs the class teacher or mentor (if different).
2. In case of repeated violation Headteacher/Headmaster is informed. Actions are agreed. The meeting is documented.
3. If the undesired behaviour has not stopped a meeting is called with the Headmaster, Student Health Team, teacher, parents and student. An individual action plan is agreed.

In case of serious threat/damage/violence parents are informed immediately. Depending on the type of incident the local police will also be informed.

6.2 Special Support

In our school we want to offer each child the best possible conditions for learning and developing. The Head of School chairs a Child Care Team that meets regularly. The team includes representatives from all parts of the school, including a nurse, psychologist, speech therapist and special needs teachers. The team works to prevent or identify potential issues early. The aim is to ensure each child gets the best of what the school has to offer and given the support required.

Our school follows, where applicable, Swedish school regulations. In Sweden, main stream schools try as far as possible to include children requiring special support, giving them the support needed. However, due to the fact that the Scandinavian School of Madrid is a small private school with limited resources, the school is not able to consider all applications.

The school cannot accept students with severe learning disabilities requiring a special school. Where special support is required, an assessment funded by the parents is undertaken, to understand the extent of support needed and whether or not the school is able to offer this support. Additional fees may be required for students in need of assistance beyond what is included in the tuition fee, e.g. to cover the cost for special equipment or a personal assistant.

If sufficient evidence exists that an previously admitted student may need special support over and above what is offered by the Child Care Team, the school can initiate an educational assessment funded by the parents.

7 Health and Safety

7.1 General Illness Guideline

Parents are requested to report to the school whenever a student is ill. You should report an ill student by calling the secretary on 91 650 01 27 as soon as possible. When the reception is closed you can leave a message on the answering machine. Parents with children in preschool should call the preschool staff directly on 91 650 74 66. The secretary takes the student's name and updates a database where teachers can check who is absent. The school is grateful if this procedure is followed for every day the student is absent.

Parents frequently ask for guidelines for when to keep their children home with illnesses. Most illnesses are contagious a day or two before your child is feeling ill; therefore whether your child stays home may depend on his/her ability to carry on during the school day and the impact of his/her illness on other students' health.

Parents are asked to keep the child home if he/she has a...

COLD (upper respiratory illness): if the child has a constantly runny nose and lots of sneezing and coughing, keep the child home until these symptoms lessen, usually 24-48 hours. Children with mild cold symptoms and no fever may attend school.

FEVER: If a child has a temperature of 37.5° or more (unmediated), keep the child home until 24 hours after the temperature returns to normal.

VOMITING/DIARRHEA: If a child has vomiting or diarrhoea, keep him/her home until 48 hr after the last episode.

CHICKEN POX (varicella): Vaccinated children have a small chance of having “break through” chicken pox. Parents should notify their paediatrician if a child has chicken pox and let the school know as well. For a suspected case of chicken pox, the child should be kept home until all the scabs are crusted and dry, or there has been a medical diagnosis of another cause of the rash.

SKIN FUNGUS: If a child has a skin fungus (ringworm) parent should keep the child home and contact their paediatrician. The child may return to school if the ringworm is small and in a covered area. For exposed ringworm, the child may return to school after 24 hours of using the recommend medication, with the affected area covered if possible.

BODY RASH: Parents should check with their doctor to determine whether the rash is contagious before sending the child to school.

HEAD LICE (pediculosis): If a child has head lice, the parents must treat the child at home.

When can your child return to school:

Fever: 24 hours fever-free.

Strep throat: 24 hours on antibiotics and symptoms have subsided

Chicken Pox: When all scabs on face and arms have dried

Conjunctivitis: 24 hours on antibiotics and symptoms have subsided

Pertussis (whooping cough): at least 5 days of treatment

Impetigo: 24-48 hours of antibiotics

Pediculosis (head lice): when all lice and nits have been removed from student's hair.

Scarlet fever, infectious hepatitis A, and bacterial meningitis: on recommendation of physician.

Unwell children should not be at school. If it is obvious that your child is unwell and should not be at school you will be contacted and asked to pick up the child. The school will not administer fever reducing medicine unless a child has a very high temperature and is waiting to be picked up.

7.2 Infectious Disease Policy

In order to minimize the spread of infectious disease among our students, parents are asked to inform the teachers if their child has diseases such as scarlet fever, whooping cough, chicken pox, head lice etc. As necessary, notices informing parents of their child's possible exposure to an infectious disease will be sent home with the students. The note will indicate the grades and classes of those exposed and include a brief description of symptoms common to the disease.

7.3 School Nurse

Our qualified nurse, Mikaela Ahlskog, is on duty during the school day to handle any emergencies. Every family is asked to complete an updated health questionnaire for each one of the children (the parents should update it at anytime in the year, if the child conditions changes).

The student's teachers and parents in the class will be notified of any food or environmental allergies, or other chronic condition that might affect any of their students while they are at school. Every effort will be made to make the classroom a healthy place for all of our students.

7.4 Emergency Procedures

A medical emergency card, indicating names and telephone numbers of persons to be notified in an emergency or illness, is kept on file at school. Because it is our policy to notify parents when their child is hurt or becomes ill, it is vital that you keep the school updated of your current contact numbers and of those whom you have designated to act when you cannot be reached.

First aid equipment is available at the preschool and at the administrative building. The school nurse will take appropriate actions in the case of sudden illness or accident.

7.5 Medical Procedures

The procedure may vary according to the specific situation.

The teacher informs the nurse and brings the child to her for examination and first aid. The nurse will decide if it is necessary to take the child to the clinic/hospital.

In medical emergencies 112 will be called, and parents will be contacted immediately after a 112 call is placed. However, if parents cannot be reached, the school will act in the best interest of the student. Your child will be taken to Sanitas Hospital La Moraleja in Sanchinarro (Francisco Pi y Margall, nº 81. Sanchinarro, Madrid) or Sanitas Centro Medico in Paseo de Alcobendas 10, La Moraleja. The child is transported in a private car unless the condition requires transport via ambulance. At the clinic/hospital the child is examined, diagnosis made and treatment carried out.

When a parent cannot attend, the school nurse telephones the parent to inform about the diagnosis and treatment.

Please note that a child will only be taken to hospital in an emergency when the nurse deems that the child needs to get to hospital quicker than the parents can arrive at school. Non acute incidents that need medical attention should be handled by the parents.

7.6 Administration of Medicine

It is the school's policy not to administer medicine to children/students. Antibiotics prescribed to be taken every 8 hours for example should be administered by the parent before and after school hours. By exception, if the medication has been prescribed by a doctor to be taken during school hours, e.g in case of chronically illnesses, the school nurse will administer the medication. The school will not administer medicine which has not been prescribed by a doctor.

In particular, the school does not give fever reducing medicine (even if parents supply a written note) unless the child has a very high temperature and is waiting to be picked up.

7.7 Tobacco and Other Substances of Abuse

Possession or use of alcoholic beverages, narcotics or tobacco is prohibited within the school area as well as in any other area where the school has a responsibility for the students.

The school has zero tolerance for abuse of narcotics and may, with the permission from parents, test students.

7.8 Health Check Up

Once a year, a paediatrician comes to school and performs a medical check up to the children in year 8 (14-15 years old), 4 (9-10 years old) and the preschool class (5- 6 years old). The parents receive a report with the results and actions that need to be taken, if any.

7.9 Insurance

The school has a medical insurance from SANITAS. It covers all events happening at school during school hours including extracurricular activities and field trips.

7.10 Healthy Eating

As a school, we promote healthy life styles starting with healthy meals. Foods which are high in sugar or which provide only "empty" calories may temporarily relieve hunger but do not sustain energy and often make children agitated and impend learning. Please provide your children with healthy snacks such as fruits, yogurts, cheese, whole grain breads and vegetables. Avoid refined sugars found in store bought cookies, pastries, chocolate and candy and fatty snacks such as chips.

7.11 Yearly Fire Drill

Every year, the whole school performs a fire drill. The school evacuation plan is updated every year to reflect changes in buildings as well as student body.

7.12 Allergies

The number of people who have serious allergies to food has increased substantially over the past five years in our Community as well as in other parts of the world. There are a number of students who have food allergies in this school. Food allergies can be life threatening. The cooperation of many people in the school community is required to help prevent an allergic reaction from occurring. The following information is being provided to you to enable you and your family to learn about these

allergies, about what we as the school community can do to help, and about what some of the practices are in this school regarding food allergies.

Guidelines

Inform your child that food allergies can be life threatening, even if only an allergic child eats a tiny amount of the food. In school, a student's individual snack/food should never be shared.

There is an absolute ban on nuts in the school as we have both staff and students with severe allergies.

To reduce the risk of accidental exposure by inhalation or by contact with food on surfaces, please do not send peanuts, nuts or shellfish—or foods containing these into the classroom for any reason, including evening and daytime events.

At the classroom teacher's discretion, store bought packaged goods with an ingredient list may be shared in the classroom for celebrations as long as the list does not contain peanuts, nuts or shellfish.

Consider substituting treats for birthdays or other celebrations with stickers, special pencils, games or books for the class.

Please be sure that your child knows that students who have food allergies should not be teased, tempted with forbidden foods or ridiculed in any way.

For more information, please see appendix A.

8 Extracurricular Activities

The Scandinavian school supplements its educational offering with voluntary extracurricular activities.

All activities are developed as a natural continuation of school, being taught by school teachers, parents, external associations or other supporters of our educational system.

Please find below a selection of the activities that are taking place at school during the 2012-20123 academic year. All activities have common general characteristics described in the next section.

8.1 General Features

1. Information about activities is available on the school website, including courses offered, schedules, information from instructors, age range of children and fees.
2. Information is updated three times a year and courses run from October to December, January to March and April to June.
3. The School has a coordinator who is responsible for enrolment and centralized payments. Fees are deducted a month into each trimester, using the same method of payment as is used for general school

fees.

4. Access to courses is given in order of booking, either by communication to the coordinator in the administration office or via e-mail for such purpose.
5. An email is sent out by the coordinator giving details about the courses on offer. Parents are asked to sign up as soon as possible. The e-mail address to be used for specific questions in relation to the extracurricular activities is: afterschool@escandinavo.com.
6. Normally, the first week of the course is “try” session and may be attended without having to pay the full term fee. Courses are taught in various locations around the school; the school gym is used for sports classes and classrooms for other activities.
7. The preschool and primary teachers receive a sheet listing the extra-curricular activities each student attends. Children from the preschool and Reception classes are picked up by respective instructor. Children from year 1 and up must make their own way to the activity, or, be accompanied by their parents. All activities are held immediately after the end of school hours, from 15:40 hours.
8. Currently, all programs take place between 15:40 and 16:40, except for music classes which are scheduled in individual slots.

6.2. Activities

Courses vary from year to year, however, can broadly be categorized as below. This section also describes the skills and benefits they bring to the children's learning:

MODERN AND CLASSICAL DANCE

Art stimulates human growth and development and is compatible with different ages, sexes and cultures. Motor development complement the body language. Ideas, emotions and feelings can be articulated by a rhythmic structure. Classical and modern dance are two forms with the same educational value but different aesthetic sense.

CERAMICS

This is a dynamic activity that promotes muscle development and motor skills. In ceramics children are exposed to a variety of textures, shape and colours, both through painting and baking
Clay is an educational material that is easy to shape and can help children achieve a sense of mastery of the world.

ART QUEST

Art and science are fundamental facets of human development. This activity, based on education of sensation, power all mental operations, creativity, research, symbolic function, self-expression, communication, etc. Artistic expression, play and verbal language are explored in this activity.

MUSIC

Music education contributes to the development of the cerebral hemispheres, using rhythm perception and music performance. The music is also an art, a science and technology as practice encourages imagination, memory, discipline, fun, creativity and sensory development. The music brings a lot of fun the children live through musical expression.

LANGUAGES

Learning languages at an early age is beneficial for children. When the natural aptitude for language learning is activated early, children have more time to assimilate and acquire linguistic and cultural experience that can benefit their overall development, be it cognitive, social, cultural, acoustic, linguistic and personal. Languages also give greater determination and sense of participation and confidence in themselves.

Teaching languages to young children, not only allows them to develop their language skills but provide them with a greater sense of belonging, citizenship and community.

SPORTS

The practice of sport in both adults and children, offers health benefits. Benefits include development the child's psychomotor coordination, increases strength, balance and flexibility.

Sport also promote discipline. The children develop skill and promote perseverance, concentration and increases confidence, teaching the children to work together as a group.

6.3. Program of activities

The school website describes the after-school program currently active in the Scandinavian School. It should be stressed that this is an open program and changes may made at any time.

Programmes are offered in different languages, depending on the discipline and teacher. Some courses are taught by parents or relatives of students at the school, and some are even designed for parents (English for adults).

The complete programme can be found on the school website.

9 Communication

9.1 Web

The school's web page can be found at <http://www.escandinavo.com>.

The contents of the web page of the Scandinavian School of Madrid can be consulted in the three languages commonly used at the school, Swedish, English and Spanish.

Apart from details related to the daily routines of the school, there is a wide range of information divided in the following parts:

- Information of the present school year (calendar, fees, etc.)
- Introduction of the school (history, educational system, board, staff, etc.)
- Administrative documents (School application forms, admission criteria, etc.)
- Contact data

Additionally, there is a specific part (in Swedish) containing all the required information for the Swedish students that choose to do their last school years in the Scandinavian School of Madrid instead of their local schools in Sweden.

The web page is the vehicle of constant information regarding the functioning of the school such as the monthly menu from the canteen, activities or special events that are being celebrated at the school. The web page is also the right place to find all the last minute information such as the opening/closing of the school due to heavy snowfall or any other issue that might restrict access to the school.

9.2 Teachers Availability

The teachers at the Scandinavian School of Madrid are easily approachable by the student's parents. Every day at the time of entering/leaving the classrooms, parents and teachers see the teacher briefly and comment upon the events and/or interesting things of daily school life.

Parents can ask for individual meetings with the teachers in case this is needed because of time or privacy.

E- mails are another useful way of communication between parents and teachers. The teachers send a weekly letter by email with a brief resume of what happened in the classroom and themes for the following week. It also contains reminders or information about activities related to the class or school. The school's website is also used for this purpose, especially from primary years on.

Personal development meetings are organised each semester between parents and teachers. The personal development of the student is discussed in order for parents get a clear view the child's progress. In the meeting, individual goals are also discussed and set for the child. From primary years on, the presence of the student during this meeting is strongly recommended in order to ensure the personal involvement of the student.

9.3 Class Representatives

Every class chooses one or two parents' representative among the parents of the class at the beginning of the school year.

There are monthly meetings between the different groups of representatives and the Head of the school.

The representatives constitute a strong communication channel between the parents of the students and the rest of the school. They help to transmit to the Head of the school any concerns that might arise as well as possible ideas for improvements in the school.

Moreover, the meetings are the starting point for volunteering or social events e.g. the yearly picnics or the fixing day.

9.4 Parent Meetings

There are two main meetings during each school year.

One meeting takes place at the beginning of the school year between the Head of the school/preschool and the parents where general information related to the school year is presented. Parents receive a general overview of the following months and any upcoming events. Parents then meet with the class teacher in the classroom and are given an overview of the curriculum as well as practical information.

In the spring, at the end of each school year, an information meeting is scheduled by the Board of the School to give a general resume of the past school year and possible changes, works or events that will be developed during the next school year.

Extraordinary meetings are called to inform about or discuss issues of special importance for the functioning of the school when these cannot be postponed until the general meetings of each school year.

9.5 Assessments and Grading

Formative and summative assessments are used in parallel throughout compulsory school and upper secondary. The formative assessment is an *assessment for learning* and is based on the idea that pupils need to develop the skills of how to learn, rather than being told what to learn. Pupils improve most when they understand the aim of their learning, where they are in relation to their goal and how they can achieve it. Examples of formative assessment are individual projects, collaborative problem solving, group projects, oral and written presentations and participation in debates and discussions. The summative assessment involves judging the pupils performance against local and national attainment goals. Written tests, diagnostic tests and national tests are used to ensure that the assessment is as uniform as possible and it also shows where an individual pupil stands in relation to the set goals. The summative assessment is hence an *assessment of learning* which provides a summary of what has been learnt up to that point.

The Swedish grading system is goal-related, which means that pupil achievement is assessed in relation to the goals stated in the course syllabi.

Grades are awarded at the end of each term starting in year 6 (to be implemented in the autumn terms of 2012). Up to year 6, performance is reported in individual progress reports.

In compulsory school, grades are awarded on a 6-point scale from A through F. A is the highest attainable grade and E the lowest. F indicates failure to achieve a grade. If the student has been absent

to such an extent that it is not possible to assess his/her achievement, no grade is awarded and a dash is made in the report card. Grades are based on the student's knowledge up to and including the current term.

To receive grade A, C or E, respectively, knowledge requirements stipulated in the syllabi must be met in full. B is awarded if the student has achieved all the knowledge requirements for C and most of the knowledge requirements for grade A. Likewise, in order to obtain grade D, all of the knowledge required for grade E and the bulk of the knowledge requirements for grade C must be met.

9.6 Steering Documents

All national steering documents can be found in <http://www.skolverket.se/kursplaner-och-betyg/laroplaner-kursplaner-amnesplaner> (Swedish) and http://www.skolverket.se/2.3894/in_english/publications (English).

The English Primary speaking section follows a combination of the Swedish steering documents and Cambridge Primary. More information about Cambridge Primary can be found in <http://www.cie.org.uk/qualifications/academic/primary/>.

9.7 Mails from the School

The school is continuously sending e-mails for all kinds of purposes such as merely administrative ones (notifying schedules, administrative information, etc.) or issues related to the safety of the school (health issues, change of access to the school, etc.)

The same communication channel is also used to inform about any activity related to the Scandinavian values and culture such as for instance the Scandinavian Christmas Bazaar celebrated annually in Madrid.

9.8 Bulletin Board

There is a bulletin board situated at the entrance of the school where all activities taking place at the school are announced (concerts, field trips, charity markets, extracurricular activities, extracurricular meetings, etc.). General information sent to parents by e-mail is also often posted on the board so it can be easily consulted at any moment.

There is another bulletin board outside the Administration building where notes not related to school activities may be displayed, e.g. sales, interesting courses and so on.

10 School Song

Himno del colegio

Ett frö som såddes, för länge länge sen
Bredvid en storstad, på den grönaste äng.
En vilja att lära, få kunskap och förstå.

Något i livet att hoppas på.

Här har många barn startat sina allra första steg.
Nu är vi många, och vi blir bara fler och fler och fler.

Kom låt oss nu sjunga, vår egen stolta sång.
Tillsammans så kan vi,
lära av varandra, långt från buller och betong.
Vi vill vi kan.

Varje morgon, när jag vaknar tänker jag
Att jag vill lära mig, nåt nytt och fint i dag.
Jag går ut, vinden leker med mitt hår,
Skyndar till skolan och till klassen där jag går.

Om solen lyser, eller regent faller ner,
Alltid vill jag sjunga, mer och mer och mer och mer och mer.

Kom låt oss nu sjunga, vår egen stolta sång.
Tillsammans så kan vi,
lära av varandra, långt från buller och betong.
Vi vill vi kan.

Cantemos todos juntos nuestra canción.
Aprender unos de otros
Alejados del ruido, y del hormigón
Poder, querer

Let's sing all together, our own song
To the school we belong
Learn from each other, far from noise and smog
We will, we can.

Kom låt oss nu sjunga, vår egen stolta sång.
Tillsammans så kan vi,
lära av varandra, långt från buller och betong.
Vi vill vi kan.

11 Living in Madrid

If you have recently arrived in Madrid, please check the 'Living in Madrid' guide out found in appendix B.

12 School Location

The school is located in the residential urbanization of La Moraleja, in the municipality of Alcobendas. It is situated very close to the northern metropolitan area of Madrid.

The school's address is:

Camino Ancho, 14
28109 Alcobendas, España

The geographical coordinates of the school, to enter into any GPS navigator, are: Longitude W 03° 61' 40.51" Latitude N 40° 51' 09.60"

By Car:

From Madrid, use the A1 Alcobendas/Burgos motorway. Take exit 12A for M-40 toward La Moraleja/R-2. Merge onto Av de Burgos for 1.2 km. Turn right toward Paseo de los Parques. At the roundabout, take the 2nd exit onto Paseo de los Parques. Go through 3 roundabouts (2km). Continue onto Camino Viejo for 1.6km. At the roundabout, take the 1st exit onto Camino Ancho. Make a U-turn, the school will be on the right.

By public transport:

Bus: Circular L1 (Arroyo de la Vega - Soto de la Moraleja - La Moraleja) or L2 (Alcobendas – La moraleja)



13 Contact Information

Administration: 91 650 01 27

Preschool: 91 650 74 66

Fax: 91 650 77 70

14 Feedback

We hope this handbook of practical information regarding everyday life at school will be of assistance to you and give answers to some of the questions which arise during the school year. We are always open to ideas on how to improve the Parent Handbook. Please don't hesitate to contact us through jenny.dettmann@escandinavo.com with feedback and suggestions.

15 APPENDIX A - ALLERGIES

1. What is a food allergy?

A food allergy is a medical condition in which the body recognizes a food as being harmful and reacts to it. The body may react in different ways. The skin, the respiratory tract, the gastrointestinal tract, and the cardiovascular system may be affected. Allergic reactions can range from mild to severe and are unpredictable. People who experience serious allergic reactions are usually treated with emergency medications and transported immediately to the ER.

2. What are some of the foods that people are often allergic to?

The most common foods that cause food allergies are peanuts, nuts, shellfish, fish, eggs, milk, soy, wheat. Some people may be seriously allergic to a number of other foods, such as sesame or various fruits.

3. How can exposure to food allergens occur?

Exposure to allergic foods can occur by tasting/eating, by touching, or by inhaling fumes or particles of the food. (This means even cooking fumes and the presence of food on surfaces could cause a person to become ill.)

4. How much food exposure is needed to cause a reaction?

Sometimes even tiny amounts of a food, such as just crumbs or as little as even less than one-tenth of a peanut can make a person very seriously ill.

5. What is the treatment for food allergies?

At this time, the only treatment for these allergies is strict avoidance.

16 APPENDIX B – LIVING IN MADRID

Madrid is a big cosmopolitan city with modern infrastructures and more than four million inhabitants. Not only it is an economical, financial and administrative centre, but it also possesses a rich cultural and artistic inheritance. Madrid is strategically situated on the Iberian Peninsula at an average of 650 metres above sea level. The historic centre of the city is one of the best preserved in Europe and incorporates innovative infrastructures.

There are a variety of historical cities nearby such as Ávila, Toledo, El Escorial, Segovia and Aranjuez. They are ideal one day excursions and are easily accessed.

Madrid has a wide offer of concerts, exhibits, ballets, theatres and cinemas. Noteworthy are also its restaurants with the best Spanish and international food.

There is an ample range of shops stretching from small traditional shops to international fashion chains.

Night life in Madrid is vibrant and diverse, continuing until the early hours of the morning. Madrid's climate is Mediterranean with dry hot summers and cold winters. Madrid boasts with the highest number of sunny days out of any other European capital.

Average temperature in the summers is 31° C, but can may be as high as 43° C, with an average night temperature of 18° C. During winter, the average temperature is between 10 y 12° C, with 4° C during the night. Temperatures below zero are common during winter, as well as two to three snowfalls of different intensity each year. Rain showers are not abundant and are mostly concentrated during spring and autumn.

ECONOMY: The official currency of Spain is the Euro, the currency of the European Union. The most commonly accepted credit cards are Visa and Mastercard and, with a minor presence, American Express.

OPENING HOURS: Shops are normally open from 10 to 14hrs and from 17 to 20hrs. ,Monday through Saturday. Big shopping malls are open from 10 to 22hrs, Monday through Saturday. It is easy to find shops open on Sundays in the centre of Madrid. Shopping centres in Madrid open an average of 18 additional days spread over Sundays and Holidays. The first Sunday of the month as well as the Christmas season are normally open. The most centric shopping area of Madrid situated between plaza Callao and Puerta del Sol is open the whole year. In this area a El Corte Inglés centre and a Fnac centre can be found.

Banks have business hours from 8 to 15hrs Monday through Friday. In some shopping malls bank offices may operate during the same business hours as the shopping centre from Monday to Saturday. It is possible to have lunch or dinner at almost any hour of the day. The most common lunchtime is

between 13:30 and 15:30hrs, for dinner between 20:30 and 23:00hrs. These hours are easily extended during weekends and holidays and therefore you can find many restaurants open from 13 to 24hrs.

SHOPPING: Madrid has a great amount of shopping malls as well as a wide variety of local shops. All kind of products are available and it is possible to buy almost anything, just as in any other big European capital.

There are traditional street markets in various neighbourhoods. The most famous and typical is “El Rastro” around the Cascorro plaza. It is open on Sundays and holidays between 9 and 15hrs. All kind of stalls can be found such as clothing or shoes, food, books and music and antiques. More details can be found on the web page http://es.wikipedia.org/wiki/El_Rastro_de_Madrid.

One of the most select shopping areas of Madrid is situated at the end of the Serrano street. Famous international brands and the most exclusive jewellery can be found here.

The most typical and more affordable shopping area is the area surrounding the Puerta del Sol in the centre of the city.

There are a great amount of shopping malls in Madrid and its surroundings. Many of them include supermarkets such as Carrefour or Alcampo, as well as well other known brands and franchises. Noteworthy is the shopping centre of Arroyomolinos. Besides a El Corte Inglés centre and many other shopping and leisure facilities, it offers the only indoor skiing slope of Spain. It is open throughout the year Monday through Sunday.

HEALTH: There is a wide network of public and private health services in the Community of Madrid. Renowned hospitals of Spain are located in Madrid. Any resident of the 27 member states of the European Community, including Iceland, Liechtenstein, Norway and Switzerland can use these services during their stay in Spain by presenting their European Health card. No additional bureaucratic procedure is needed.

The phone number for health emergencies is 061. The main emergencies number 112 can also be used. Students from other countries need a private health insurance during their stay in Spain.

GASTRONOMY: There are innumerable restaurants of all kinds. It is literally possible to eat at any time of the day or night. Besides the regional Spanish restaurants (Galician, Asturian, Andalusian, etc.) there are also international (Chinese, American, Greek, Arab, Russian, Scandinavian, etc.) and vegetarian restaurants.

And of course there are also many fast food restaurants, local chains as well as international ones.

TRANSPORT: Barajas airport in Madrid is the main airport of Spain, Most air companies are represented such as Iberia, Air France, KLM, Lufthansa or SAS, and the low cost ones such as Easyjet or Ryanair.

Moreover, Madrid possesses railway connections with the rest of Spain as well as with Lisbon and Paris.

The Community of Madrid has an excellent local railway service which allows easy travel to different areas of the region.

To move around the city there are two main transport networks: the urban buses (EMT) and the underground, the Metro.

The bus service consists of more than 200 different lines. Any needed information can be searched at the web page <http://www.emtmadrid.es> Timetables for most of the buses is from 6 to 23:45hrs. During the night there is a bus service of 26 lines all of them with a starting point at the Cibeles Plaza.

There is also a night service available of Metrobuho, 11 lines which travel the same way as the underground lines but above ground.

Any information related to the underground can be consulted on the web <http://www.metromadrid.es>. There is a total of 12 metro lines and 3 light-metro lines which partly travel above ground. Normal timetable is from 6 to 2hrs. Some exceptions occur at some station where the last trains leave the start station at around 1:15hrs. The underground network is divided by areas, consisting of a main area in the city centre and different extra-radio areas.

Tickets can be purchased for one single use for bus as well as for underground. With a single use ticket it is possible to change line within the underground though this cannot be done for changing buses.

There are also tickets for 10 uses available which can be used in the underground as well as for the bus.

There are two types of season tickets which allow to use all public transport within the selected area. One of them is monthly or annually, the other is for tourist use (1, 2, 3, 5 or 7 days).

Any information related to prices or routes can be consulted on the web page <http://www.ctm-madrid.es>

SECURITY: Madrid is not considered to be a dangerous city. As in any big city, it is recommended to be careful with personal objects as well as to beware of pickpockets.

The same recommendation is valid at any place with a big agglomeration of people such as the underground at peak hour.

Robbery or theft should be reported to the National Police office or the nearest local police office, or for more serious cases the emergency phone number 112 can be used.

HOLIDAYS AND FAIRS IN MADRID

The typical holidays of Madrid are concentrated around three dates.

- The 2nd May the Uprising of 2 May 1808 against the French occupation of Madrid is commemorated.
- The 15th May is the “San Isidro Labrador” day, celebrating the patron of Madrid.
- From the 6th to the 15th of August, Madrid's most emblematic holidays take place dedicated to the Virgen of Paloma. During those days the festival of La Paloma is celebrated with various market stands situated from Gran Vía de San Francisco and the Carrera de San Francisco up to Las Vistillas.
- 12 October is the National Day in Spain.

International Fairs are organised every year in Madrid. The most important ones are the following:

- FITUR (International Tourism Fair)
- Madrid Fusión (Gastronomy Fair)
- ARCO (Contemporary Art Fair)
- Motor Show
- Cibeles Madrid Fashion Week