École Européenne
Paris La Défense
à Courbevoie

Information booklet

2026-2027



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à Courbevoie

I. DIRECTION & CONTACTS

School email: ee.parisladefense@ac-versailles.fr

School website: www.ee-parisladefense.ac-versailles.fr

Central number: +33 (0)1 49 05 02 50

Nursery and primary school address: 80, rue Eugène Caron - 92400 COURBEVOIE
Tel: 01 80 03 61 05

Secondary school address: 13, rue de l'industrie – 92400 COURBEVOIE

- **Director: Marion MARCHAL**
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- **Deputy Head Nursery and Primary: Nathalie NIDELET**
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- **Secretary : Fatima IHINA**
  Email : fatima.ihina@ac-versailles.fr



II. SCHOOL HOLIDAYS CALENDAR 2026/2027

Start of the school year	Tuesday, September 1st, 2026
Autumn holidays	From Saturday, October 17th to Monday, November 2nd, 2026, in the morning
Bank holiday	Wednesday, November 11th, 2026
End of the year holidays	From Saturday, December 19th, 2026, to Monday, January 4th, 2027, in the morning
Winter holidays	From Saturday, February 6th to Monday, February 22nd, 2027, in the morning
Bank holiday	Monday, March 29th, 2027
Spring holidays	From Saturday, April 3rd to Monday, April 19th, 2027, in the morning
Ascension break	From Thursday, May 6th to Monday, May 10th, 2027, in the morning
Bank holiday	Monday, May 17th, 2027
Start of summer holidays	Wednesday, June 30th, 2027, at 12:15

Teachers' pre-meetings: Monday, August 31st, 2026
Pedagogical days: July 1st and 2nd, 2027

III. START OF THE SCHOOL YEAR AND IMPORTANT DATES

Beginning of school for nursery and primary classes: Tuesday, September 1st, 2026

- **08.30**: for primary pupils in the **French-speaking section** (start of class at 8.45 a.m.)
- **09.00:** for primary pupils in the **English-speaking section** (start of class at 9.15 a.m.)
- **09.30**: for nursery pupils' reception in the classrooms. Parents must have left the school by 10.00 a.m.
- On this day, school finishes at **4: 30p.m**
- Regular timetable is applicable on **Wednesday 2nd of September 2026**

The Parents / teachers evenings are scheduled for the beginning of the school year. The meetings will be held on:

- Thursday, **September 3rd, 2026,** at **18:00** for M1/M2 classes
- Tuesday, **September 15th, 2026,** at **18:00** for P1/P2 classes
- Tuesday, **September 22nd, 2026,** at **18:00** for P5 classes
- Monday, **September 28th, 2026,** at **18:00** for P3/P4 classes

Please note these "information evenings" are for parents only. There will be no childcare during the meetings. Children enrolled in the after-school care service can stay until 6:45pm, after which they must be collected by their parents.

IV. SCHOOL HOURS

Nursery classes and P1, P2 primary classes: 25h30 per week

- **Monday, Tuesday, and Thursday**

Nursery P1, P2	8.20 to 8.30: welcome in the classes
	11.30: end of morning activities
	11.30 to 13.30: lunch and break
	13.20 to 13.30: welcome in front of the portal
	16.30: end of the school day

- **Wednesday and Friday**

Nursery P1, P2	8.20 to 8.30: welcome in the classes
	12.15: end of the school day

Primary classes P3, P4 et P5: 27h15 per week

- **Monday, Tuesday, Thursday, and Friday**

P3, P4 & P5	8.20 to 8.30: welcome in the classes
	11.30: end of Morning activities
	11.30 to 13.30: lunch and break
	13.20 to 13.30: welcome in front of the portal
	16.30: end of the school day

- **Wednesday**

P3, P4 & P5	8.20 to 8.30: welcome in the classes
	12.15: end of the school day

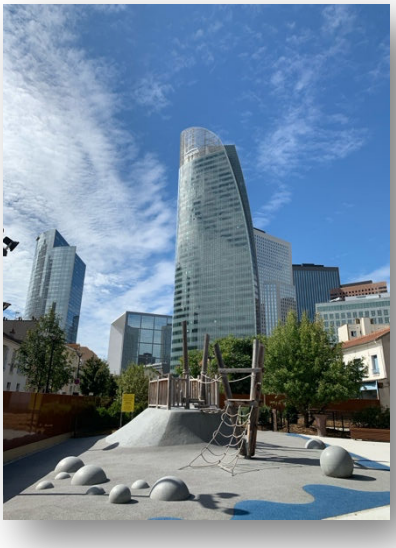
Supervision of pupils on school grounds is only ensured 10 minutes before the start of classes and 10 minutes after class end. Apart from these periods, the school is not responsible for students who are on the school site. The children are then placed under the authority of the garderie until at least 5pm.
We thank you for respecting the schedules and avoiding delays that disturb the child and the class. The rules require you to be on time. A primary school child is allowed to return alone if the parents make a written request.



V. PEDAGOGY: NURSERY AND PRIMARY

1. Sections et classes

CYCLES / SECTIONS	French	English
NURSERY	X	X
PRIMARY	X	X
SECONDARY	S1 to S5	X



1.1 Nursery and primary classes

Nursery classes: 1 M1/M2 EN and 1 M1/M2 FR
Primary classes: 1 P1/P2 EN, 1 P1/P2 FR, 1 P3/P4 EN, 1 P3/P4 FR, 1 P5 EN and 1 P5 FR.

1.2 Secondary classes

- French speaking section: 1 S1, 1 S2, 1 S3, 1 S4 and 1 S5
- English speaking section: 1 S1, 1 S2, 1 S3, 1 S4, 1 S5, 1 S6, 1 S7

2. Timetables for Nursery and primary cycles of the European Schools

- The nursery classes and the primary classes P1 and P2 have 25h30 of classes per week.
  Classes are organized in 30-minute periods.
- Primary classes P3, P4 and P5 have 27h15 lessons per week.
  The teaching periods are 45 minutes each.
  A new discipline is emerging European hours (2 periods per week) where students are mixed between the different language sections and different classes.

Revised timetable for the primary cycle in the European Schools

	P1 & P2	P3, P4 & P5
Mother tongue (LI)	8 h 00	6 h 45
Mathematics	4 h 00	5 h 15
Language II	2 h 30	3 h 45
Music Art Physical education	5 h 00	3 h 00
Discovery of the world	1 h 30	3 h 00
European Hours		1 h 30

Ethics	1 h 00	1 h 30
Breaks	3 h 30	2 h 30
	25 h 30	27 h 15

3. Nursery: the "Early Education" syllabus

The "Early Education" programme aims to:

- Prepare children for a happy, healthy, responsible, and successful life.
- Develop their personalities and skills.
- Develop their learning potential.
- Cultivate respect for others and the environment.
- Teach them to respect and appreciate their culture, identity, values, and those of others.
- Promoting a European spirit



Early Education is a fundamental part of lifelong education and learning and its central role is to support children's growth into ethical and responsible members of society. Teaching and learning in the early years support and monitors children's physical and psychological wellbeing, including social, cognitive, and emotional development and helps to prevent any difficulties that arise by creating the best possible learning opportunities.

Teaching and learning in the early years are holistic and the different areas of development are not separated. It is important to strengthen children's healthy sense of self-esteem with the aid of positive learning experiences and to provide opportunities for diverse interaction with other people. Children's world of experiences shall be enriched, and they should be assisted as they seek to find new areas of interest.

4. Language 2

Here at European of Paris La Défense, once your child is enrolled in their **language section** (either French or English) this is considered their **first language** (**L1**). They will then choose the first foreign language (either English, French or German). This will be known as their **second language** (**L2**). L1 and L2 cannot be the same.
When the student reaches S1 in Secondary, they will then choose their second foreign language (their **third language**, known as **L3**). This is either Spanish, Italian or German.

L2 lessons are based on the Common European Framework of Reference for Modern Foreign Languages (= CEFR): learning, teaching, and assessment.

1. L2 Choice

L2 is a core subject of a student's learning at the European School. Learning in L2 will begin in Primary 1 (P1) and continue through to the end of a student's school career in Secondary (S7). From S3 Human Science will then be taught in the students' L2. Later, this will include Geography and History. L2 is a serious commitment, please take careful consideration over the choice of L2 language. Once chosen it cannot be changed.
Note: We will only be able to open a German language 2 if it is requested by at least 3 pupils of the same level, which has never been the case so far.

When learning L2, attention is paid to the following skills: Listening and understanding, Spoken Production and Interaction, Reading, and Writing
The classes offer a wide variety of language activities covering topics related to pupils' experiences.
The levels within a year group can be diverse. This is taken into consideration by the language teachers, who use their expertise to employ a variety of pedagogical approaches and methods, to ensure every student is making progress appropriate for their age and stage. Language acquisition is seen as a continuous step-by-step learning process, with teaching and learning designed to recognise and respect the individuality of each student.

L2 language learning gives pupils a good base for acquiring other languages and for developing their individual personalities.

2. L2 levels of attainment

The L2 learning is based on the Common European Framework for Languages (CEFL). In Primary we use two levels to design the teaching and learning: **A1** and **A2**.
For a student following the European School L2 curriculum, from the beginning of Primary 1, they should be aiming to reach **A1** by the end of P3 (this will happen sooner for some, later for others) and **A2** by the end of P5 (again, sooner for some, later for others). Only a few students can reach some aspects of **B1** level in Primary, due to maturity, complexity of the required skills and ability to demonstrate them in a variety of contexts.

Language activity	A1	A2	B1
Listening and understanding	Pupils can **recognise** familiar words and very basic phrases.	Pupils can **understand** phrases and the highest frequency vocabulary related to areas of most immediate personal relevance.	Pupils can understand the main points of clear standard speech on familiar matters regularly encountered in school, leisure, etc.
Spoken interaction	Pupils can **interact** in a simple way provided the other person is prepared to repeat or **rephrase** things at a **slower rate of speech** and **help formulate** of immediate need or on very familiar topics.	Pupils can **communicate** in simple and routine tasks requiring a simple and direct tasks exchange of information on familiar topics and activities.	Pupils can deal with most situations likely to arise whilst travelling in an area where the language is spoken.
Spoken production	Pupils can use **simple phrases and sentences** to describe where they live and people they know.	Pupils can use **a series of phrases and sentences** to describe in simple terms family and other people, living conditions, educational background.	Pupils can **connect** phrases in a simple way in order to describe experiences and events, **dreams, hopes and ambitions.**
Reading	Pupils can understand familiar names, words and very simple sentences.	Pupils can **independently** understand and read short, simple texts.	Pupils can read and understand a wide range of texts in a variety of formats. Pupils can identify and extract information.
Writing	Pupils can write simple words, phrases and, with support, short sentences.	Pupils can **independently** write short, simple texts **using different sources of reference.**	They can choose the appropriate form of writing for a particular task, **organising and re-drafting** content and ideas to produce a coherently and **largely accurate piece of writing.**

3. L2 curriculum

The teaching and learning of L2 is based on a common curriculum (learning objectives) and three syllabuses, one for each of the three L2 languages (English, French and German) which you can find on our website or on the European Schools website.
This table shows how many hours in total are devoted to L2 learning in the primary cycle, showing the increase from P2 to P3.

	P1	P2	P3	P4	P5
Minutes per week	150	150	225	225	225

Language learning is a complex, holistic process and pupils will achieve a variety of competences. European School's approach, guided by the European Schools designated curriculum, provides a framework of learning objectives encompassing the communicative, linguistic, cultural, and dynamic aspects of language learning. There is progressive learning from P1 to P5 with implementation of the language in activities suited to the age range and adapted to ability.

- **P1/P2** are the Discovery Years in which lessons are about acquiring basic vocabulary and basic writing skills through games, songs, role play and craft activities.
- **P3/P4**, focusses on the Consolidation of Skills by acquiring a broader range of vocabulary, pronunciation and some grammar points beginning to be formalised (according to language specification).
- **P5** is used to strengthen vocabulary, ensure basic language structures are known and mastered and that all students can work increasingly independently in preparation for Secondary school.

It is important to know that the L2 content and approach will never follow an L1 curriculum or syllabus, even for students who are already bilingual.

5. European hours in P3, P4 & P5

European Hours are a distinctive feature of the European Schools. They provide opportunities for pupils from different language sections to work together on shared projects, often using a language other than their mother tongue.

Their aim is to help pupils develop a strong sense of European identity while respecting and valuing their own cultural background. European Hours promote openness to others, cooperation, tolerance, intercultural communication, and an understanding of European and global issues.

Through collaborative activities, pupils learn to **think European, feel European and act as European citizens**. In this way, European Hours help prepare young people to become open-minded, responsible citizens who are able to live and work successfully with people from different linguistic and cultural backgrounds.

6. Intermath in primary

Intermath is the common mathematics programme used throughout the primary cycle of the European Schools. Implemented across all language sections, it ensures that every pupil develops the same core mathematical competencies through an approach based on conceptual understanding, reasoning and problem-solving, thereby guaranteeing consistency and high-quality learning across the European School system.

Each year, pupils work with two complementary workbooks:

- **Sun Workbook**, focusing on geometry, measurement and problem-solving;

- **Star Workbook**, dedicated to number, numeracy and calculation.

The programme is complemented by **Matific**, a digital mathematics learning platform offering interactive activities that reinforce and extend the concepts taught in the classroom.

7. Assessment in primary

Level of achievement of learning objectives	General Criteria for Achievement of Subject Objectives			
	Understanding	Accuracy	Autonomy	Use/Application
+++++ **Learning objectives are completely achieved**	Deep understanding High achievement. Able to explain concepts to others.	Accurate work showing a very good level of understanding and comprehension.	Works independently, showing self-confidence.	Use of the knowledge and skills in different situations and contexts Able to create own learning strategies.
++++ **Learning objectives are almost completely achieved**	Good understanding of the objectives required by the syllabus. Few gaps remain. There is room for further acquisition.	Most of the results are correct showing a good level of understanding and comprehension.	Works almost independently; sometimes needs encouragement.	Use of the knowledge and skills with confidence.
+++ **Learning objectives are partially achieved**	Partial understanding of most of the objectives required by the syllabus The knowledge and skills need to be further developed and practised.	Results are sometimes correct. However, the frequency of incorrect results shows a basic level of understanding and comprehension.	Begins to work independently with occasional help from an adult or another pupil.	Able to use competence in common or simple situations only.
++ **A few learning objectives are achieved**	Able to meet a minimum number of objectives required by the syllabus Indicates little understanding of concepts.	Frequent incorrect results, usually caused by lack of understanding and comprehension.	Very dependent on an adult´s help.	Struggling to apply what is learned.
+ **Learning objectives are not yet achieved**	Struggling to meet the objectives required by the syllabus. Serious gaps in achievement of learning objectives.	Significant number of incorrect results caused by lack of understanding and comprehension.	Unable to work without constant support of an adult.	Unable to apply knowledge and skills to common or simple situations. Weak performance.

8. European baccalaureate

At the end of their schooling (S7) students take the European Baccalaureate exams. The diploma awarded on successful completion of the examinations is recognised in all EU countries and in several other countries.

Holders of the Baccalaureate have the same rights and benefits in their own country as holders of the diploma or certificate awarded at the end of secondary education in that country. They may enrol, with the same rights



as nationals in possession of equivalent qualifications, in the universities or institutes of higher education of any country of the European Union.
The Baccalaureate examinations cover the subjects taught in S6 and S7. Only pupils who have completed at least the last two full years of secondary education at the European School can take part in the examinations.

VI. LANGUAGES AT EUROPEAN SCHOOL OF PARIS LA DEFENSE

In the European Schools system, there is a very strong emphasis on language learning. The European School of Paris La Défense has **two language sections** – English, and French. The language of the section is known as L1 and this is the main language of education. To be admitted to a language section, **the child must speak the language of the section fluently and the language must be anchored in daily life.**
Students start their first foreign language (known as L2) in P1. The L2 options are English, German, or French. The choice of L2 is particularly important because students in the European School system are taught several subjects in their L2 from S3 onwards.
In S1, students must select a second foreign language (L3) and from S4 students can also choose a third foreign language (L4).
Due to the multilingual nature of the European School education, **students are fully proficient in minimum two languages and have a good command of 1-2 additional foreign languages when they graduate.**
If your child is bilingual and speaks both languages at home, it is possible to apply in either section. However, we recommend that you consider his/her level of language proficiency. What is his/her dominant (strongest) language? **The language should be used daily by the child and supported at home**.
We may need to test their language level before accepting them into a section.
The teachers in the language section will communicate with the child and the parents in the language of the section.
The European School of Paris La Défense **does not offer a bilingual education** and the L1 and L2 curricula are different.
The expected level in L2 at entry into S1 is the A2 level of the Common European Framework of Reference for Languages. The student must be able to hold a conversation and read a short novel.

VII. THE 8 KEY COMPETENCES

EEPLD students are future citizens of Europe and the world. As such, they need a range of competences to meet the challenges of our rapidly changing world.
In 2006 **the European Council and European Parliament adopted a European Framework for Key Competences for Lifelong Learning**. These competences are incorporated and embedded in the European Schools curriculum. The eight key competences, which all individuals need for personal fulfilment and development, active citizenship, social inclusion, and employment are what we aim for our students to achieve.



- Literacy
- Multilingual
- Mathematical, science, technology, and engineering

- Digital
- Learning to learn
- Citizenship
- Entrepreneurship
- Cultural, awareness, and expression

VIII. THE EDUCATIONAL SUPPORT POLICY

One of the key strengths of the European Schools is their **Educational Support Policy**[1], which aims to ensure that every pupil can progress according to their individual needs within an inclusive learning environment.

Educational Support is available to a wide range of pupils, including:

- pupils experiencing temporary or long-term learning difficulties;
- pupils who are newly enrolled in a language section;
- pupils with special educational needs (such as learning difficulties, disabilities, medical conditions or psychological needs);
- highly able pupils who may also require specific educational provision.

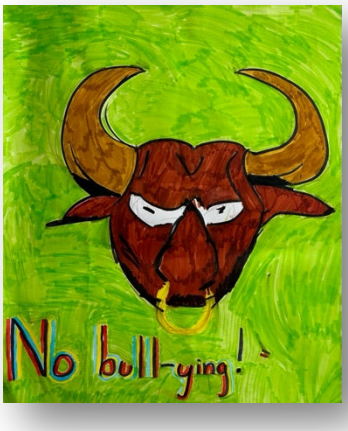
The Educational Support system is organised into three levels of provision:

- **General Support:** short-term assistance to help pupils consolidate specific skills or overcome temporary learning difficulties.
- **Moderate Support:** more regular support for pupils with identified learning needs requiring ongoing monitoring.
- **Intensive Support:** an individualised programme for pupils with significant special educational needs, developed in partnership with families and, where appropriate, relevant professionals.

Whenever possible, the European Schools promote the inclusion of pupils within their mainstream classroom through appropriate teaching strategies, reasonable accommodations, specialised resources and personalised support. Educational staff work closely with families and, when necessary, with external professionals such as speech and language therapists, psychologists, occupational therapists and other specialists to ensure that each pupil receives the support they need to succeed.

IX. ANTI-BULLYING PROGRAMME

The well-being and safety of every pupil are a priority for our school. To ensure a safe, respectful and caring learning environment, our school implements a comprehensive programme to prevent bullying and cyberbullying, in line with the principles of the French national **pHARe** anti-bullying programme.



The programme is based on four complementary pillars: **prevent, raise awareness, identify and respond**. Throughout the school year, pupils take part in age-appropriate activities designed to develop social and emotional skills, respect for themselves and others, empathy, cooperation, and the responsible use of digital technologies. Teachers can also call upon specially trained staff who are equipped to identify concerning situations, intervene promptly, support the pupils involved, and help restore a positive and trusting school climate.

[1] https://www.eursc.eu/Documents/2012-05-D-15-en-15.pdf

As preventing bullying is a shared responsibility, the school works closely with families to promote a culture of respect, listening and solidarity. Every member of the school community is encouraged to report any situation that may involve bullying or cyberbullying so that appropriate support and intervention can be provided as quickly as possible.

X. IMPORTANT INFORMATION

1. Physical Education and Swimming Lessons

- Physical education clothing is compulsory for all pupils in our school with **sport trainers.** Children without suitable sports clothing will not be able to take part in lessons.
- For swimming, children need a swimming costume (1-piece for girls, no shorts for boys), a swimming cap and a towel, all marked with their name. Please note that lycra T-shirts and wetsuits are not permitted.
- If you are unable to take part, you must **produce a medical certificate.**



2. Lost objects, thefts and degradations

The school is **not responsible** for valuable or personal items that pupils bring to school, bicycles, scooters. **The school is not insured against theft or damage of personal objects.**
We ask the parents to label the clothes and belongings of their child(ren) to avoid often long searches for lost and unmarked items of clothing.
Lost and found items are placed in a box on the ground floor in front of the guardian's office.

3. Insurances

In addition to your civil insurance, a complementary school insurance **is necessary** for all outings outside of school time. You will be asked for it at the beginning of the school year.
They are often included in your usual insurance, if not, please ask us for information. This insurance is compulsory for the daycare too, so you will need to provide us with 2 copies.

4. Image rights

A child's image is considered personal data and is protected by law. Any photo or video of a pupil — and any form of distribution — requires a written and specific authorisation from legal guardians.
Parent chaperones are not permitted to take photos or videos during school outings.
The school is committed to strictly respecting the legal framework and ensuring the privacy and well-being of all pupils.

5. Birthdays

We encourage the celebration of birthdays in the classroom. Some teachers prefer to group birthdays together at the end of each month and will inform you of this at the school meeting.

You may bring a cake and drinks to class. Please inform the class teacher in advance and ensure that you bring everything necessary to share the cake (e.g. napkins or disposable plates). **We do not recommend sweets and ban lollipops.**

6. Class and section representatives

Each class must choose **a representative** from among the parents in the class. who will act as a link between the parents of the class and the school, except of course for individual and personal matters. A substitute can also be elected. Amongst the class representatives, **section representatives** should be chosen, one for the French section and one for the English section. The latter two will bring up your questions concerning the school in general. They will meet with management several times a year.

7. School reports and parents/teacher meetings

School books are distributed twice a year: just before the February holidays (only published on MySchool) and at the end of the year.

During the week of **16-20 November 2026**, teachers will receive parents for **personal appointments**, separated parents will not be able to have 2 different appointments, they will have to make prior arrangements.

If you wish to meet the teacher at other times of the year, please ask for an appointment.

8. MySchool

MySchool[2]*: is an online database used for the management of staff, students and teachers (personal information, timetables, logbooks, homework, absences).*

For information on school and class activities, events or current issues - or if you need to contact a teacher or the management - you should use MySchool, the school's internal communication platform. Remember to log in frequently as sometimes not all messages come to you. New messages will be posted on your homepage.

If your child encounters a problem or if you have a question, please contact the teacher first and if he/she cannot find a solution then the management.

The access codes for **MySchool** will be sent to you at the beginning of September, in case of a problem you can contact the management.

9. Medication and PAI

Only children with a PAI can take medication during school hours (if written in their PAI). Do not hesitate to contact the management to obtain these documents.
All other prescriptions are forbidden, including Doliprane and throat lozenges. If your child needs to take medication during school time on a one-off basis (e.g. antibiotic treatment), you will have to come to the school

[2] https://esp.msm.io/login

to give it to your child. Teachers are not allowed to do this.

10.Morning delays

Late arrivals should be avoided. The school is open from **8.20am to 8.30am**. A child who is late disrupts the class. It's as bad for them as it is for the others...

We ask you to try on this point. Too many late arrivals will be reported to the inspectorate.

11. Connected phones and watches

The use of mobile phones, watches or connected objects is strictly forbidden on school premises. If the pupil has one, he or she must leave it switched off at the bottom of the schoolbag - its exceptional use must be the subject of a request from the parents to the class teacher.

XI. CONTROL OF ABSENCES

The class teacher and the Management must be informed of any absence (even for half a day) at the following address: nnidelet@eepldc.onmicrosoft.com
From the third day of absence, your child must present a medical certificate to the class teacher.

We ask you to keep appointments during school time to a minimum, but if your child must be picked up during the day, parents are asked to inform the management and the teacher in advance.

Reminder:

> Except in cases of force majeure, permission to be absent from classes cannot be given for the week before or after school holidays or holiday periods.
> (General Rules of the European Schools).

If you still choose to take your holiday outside of the school holidays, please be aware that we record these as 'unauthorised absences', it is then your responsibility to ensure that they remain up to date with their class work and teachers cannot be expected to help your child with extra homework or provide learning materials during their absence.

XII. CANTEEN AND EXTRACURRICULAR ACTIVITIES



Since September 2021, the parents' association (APPLD) has overseen out-of-school time. This means that parents who wish to use the canteen, the garderie or any other extracurricular time (Wednesday afternoons, holidays, etc.) must join and make themselves known to the APPLD.

In practice:

- To attend the canteen, **children must be registered with the Courbevoie town hall** (ecoleeuropeenne@ville-courbevoie.fr) **but also and above all with the APPLD**.

The various links and emails necessary for these registrations are provided to you when you join the association.

- To attend the study afterschool, registrations should be made with the Courbevoie town hall (ecoleeuropeenne@ville-courbevoie.fr)
- To attend the evening, Wednesday and Friday afternoon garderie (from M1 to P2), registrations must be made with a Ligue 92 which is the service provider in charge of the management of extracurricular activities.

Any child who has not been registered with the Town Hall and the APPLD will not be able to attend either the school canteen or the after-school activities.

We are fully aware that this may seem complicated, so please do not hesitate to contact either the APPLD appladefense@gmail.com or the nursery and primary school management: nathalie.nidelet@ac-versailles.fr we will try to answer all your questions as soon as possible.

Summary table:

Activities	Enrolment
Cantine	Town hall + APPLD (Ligue 92)
Study afterschool (4:30pm -6:00pm)	Town hall
Garderie	APPLD (Ligue 92)
Wednesday afternoon	APPLD (Ligue 92)
Friday afternoon (For nursery and P1/P2)	APPLD (Ligue 92)

Children can also go home to eat, but they will have to come back between 1.20 and 1.30 pm (Mondays, Tuesdays, Thursdays and only for P3/P4/P5 on Fridays), they will be expected at the gate.

You can also regularly consult the association's website at the following address: www.appld-ee.eu . You will find a lot of practical and useful information, not only for school but also in everyday life.

XIII. PARENT'S ASSOCIATION (APPLD)

The Parents Association for European School of Paris La Défense (APPLD) is a non-profit organisation, active since 2019. It is made up of volunteer parents from all sections and levels who wish to play an active role in their children's school and extra-curricular life. For more information, visit https://appld-ee.eu
Its missions and objectives:

- **Representing families**

The Association represents parents on the school's various governing and advisory bodies (Administrative Board, Health, Safety and Well-being Committee, and the Rectorate), helping to shape decisions that affect pupils' education and school life.

- **Managing extra-curricular activities**

The Association is responsible for organising the nursery and primary after-school care service and school canteen, as well as extracurricular activities for nursery, primary and secondary pupils. It works closely with local authorities and service providers to ensure that children benefit from a safe, stimulating and supportive environment beyond the classroom.

- **Fundraising**

The Association organises and supports a range of events, including the Springfest the flea market and fundraising sales. The funds raised help finance educational projects, sports activities, school trips and other initiatives that enrich pupils' school experience.

- **Bringing people together**

The Association provides a forum where families can share ideas, express their needs and become actively involved in school life. It plays a key role in fostering a vibrant, multicultural community centred on the well-being and success of every child.

The annual membership fee for the **2026–2027** school year is **€15 per parent**. Membership is required to register children for the primary school canteen and after-school care (M1 to P5). It is also necessary for participation in extracurricular activities (primary and secondary) and provides access to all APPLD services and communications. You can become a member by following this link:
https://appld.assoconnect.com/collect/description/706734-b-adhesion-annuelle-annual-membership-2026-2027