



AARHUS
INTERNATIONAL
SCHOOL

EARLY YEARS Parent Handbook 2024/2025

*This document was updated June 2024 and will be reviewed
once per year to reflect necessary changes within the school
and in any relevant areas of Danish law.*

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Welcome to AIS

Dear Parents,

This handbook is designed to be helpful to you and your family as a member of the AIS community. Please use it as a reference when necessary.

We are now in our thirteenth year as a school, having opened our doors as an International Baccalaureate candidate school for the Primary Years and Middle Years Programmes on 15th August 2012. We received our MYP Authorisation in January 2016 and our PYP Authorisation in June 2016 and are now an IB World School for both programmes.

In October 2020, AIS underwent the regularly scheduled inspection visit by the International Baccalaureate organisation and received confirmation of a further Authorisation to offer the two programmes (PYP and MYP) for an additional 5 years. The next Re-Authorisation will take place in September 2025.

We hope that you will find all staff, students and fellow parents friendly and supportive to you. I personally welcome you to the school and assure you of our constant support for your child and your family.

I am delighted that you have chosen to send your child to AIS and look forward to sharing many amazing experiences with you along the way.

Warmest wishes,

Charles C. Hanna Head of School

PS: TIPS FOR PARENTS: Getting to know AIS' Programme

1. If this Handbook is missing information which would be helpful to you, schedule a meeting with your child's homeroom teacher or approach a member of the school's administration.
2. Know and support AIS's "Vision-Mission Goals-Values" statement as well as the "Mission" statement from the International Baccalaureate.
3. Recognize your child when aspects of the "IB Learner Profile" are exhibited.
4. Attend school information meetings, parent conferences and special events/assemblies to better understand AIS's program of studies.
5. Consistency in attendance, adherence to the uniform policy and arriving "on time" for circle time will enhance your child's learning.
6. Support your child at home with language learning, especially in the area of home language development.
7. Refer regularly to the school website <http://www.ais-aarhus.dk> to remain current on dates, policies and general information.
8. Use "Toddle" as a communication tool between home and school.

AIS and IB Mission Statements

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

AIS Vision

Striving towards excellence in holistic education through commitment to improving student driven inquiry.

AIS Mission Statement

The mission of AIS is to provide a high-quality international education, which enables students to become socially and environmentally responsible citizens, enthusiastic inquirers and lifelong learners in a challenging and nurturing environment.

Our Values

Responsible

Caring

Respectful

Academic Programme

The International Baccalaureate Programme (IB)

At AIS, we encourage all our students to develop, through the learning and inquiry process, those attributes and traits that will enable them to become lifelong learners. These are embodied in the IB Learner Profile. The profile aims to develop learners who are:

- Inquirers

- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

The Primary Years Programme in the Early Years

AIS's International Baccalaureate's Primary Years inspired programme (PYP) provides our school with a philosophy and curriculum framework which aims to combine the best research and practice from a range of national systems with the wealth of knowledge and experience in international schools. The PYP focuses on the development of the whole child as an inquirer, both in the classroom



and in the world outside. It is an international, transdisciplinary programme designed to foster the development of the whole child. The PYP focuses on the total growth of the developing child encompassing social, physical, emotional and cultural needs in addition to academic welfare. The IB PYP in the Early Years acknowledges that young children are constructing their own meaning and provides a framework that gives support for them to be active learners and inquirers, whilst nurturing their basic skills and needs, providing a sound beginning to the continuum of learning that goes on throughout the Primary Years.

The most significant and distinctive feature of the IB inspired Primary Years Programme are the six transdisciplinary themes. These themes are about issues that have meaning for, and are important to, all of us. The programme offers a balance between learning about or through the subject areas and learning beyond them.

In PYP1 and PYP2 the students explore four and in PYP3 six transdisciplinary themes. These are the transdisciplinary themes:

1. Who We Are
2. Where We Are In Place And Time
3. How We Express Ourselves
4. How The World Works
5. How We Organize Ourselves
6. Sharing the Planet

Assessment of Student Progress in the EY Programme

Formative and summative assessments

Regular formative assessment (finding out what students know) takes place in each Unit of Inquiry, with culminating assessment tasks (summative assessments; determining what students have learned) at the end of each unit of study.

Peer, self and teacher assessment tools are used. Depending on the grade level, examples of these tools can include simple writing, presentations, posters, performances, practical tasks, creative work, teacher notes and reflections. These varied assessments give each student the opportunity to show their understanding in a wide variety of ways. Reflection is an integral part of all learning and assessment, providing the opportunity for goal setting and improvement.

Reporting

For students new to the AIS EY Campus, a settling in report is issued 4-6 weeks after starting at Early Years, a settling-in meeting will be arranged with the parents where the settling-in report is discussed and shared.

After each Unit of Inquiry, an evaluation summarizing the student's performance is issued. A full written report is shared at the end of June each year. Two parent/student/teacher conferences are held in October and March, as well as one Student Led conference in May. For more information on assessment in the PYP please see the following link: <https://www.ibo.org/information-for-parents/parents-and-assessment/>. For more information on assessment at AIS, please see the AIS assessment policy posted on our website, under: Community; School Policies.

Accidents/Injuries



The safety of our students is our top priority, and the school will always work towards the promotion of student safety. First Aid training is part of the ongoing staff development programme.

If a student is hurt

Staff on duty in the playground or in the classroom will assess the student's injury and treat small injuries and scrapes as appropriate.

An "Ouch" report will be filled in to register all serious injuries and a hard copy will be hung on the child's cubby and an electronic version will be saved in the system.

Parents and/or emergency services will be contacted immediately in the event of a known severe injury/serious illness. Children who are judged to be in serious pain/discomfort will have their parents and/or emergency services contacted immediately.

After School Activities (ASA) – morning ASA and afternoon ASA

The children in PYP 1-3 are our youngest learners and we aim to provide them with more informal activities in the afternoon such as arts, games, and indoor/outdoor free play. This is to respect their need for unstructured play which encourages i.e., creativity, problem solving, emotional development, social skills and teamwork. Children take turns, learn to listen and share, develop imaginary scenarios and make decisions together. As the students are the ones driving play, they have the chance to learn on their own amongst friends and make sense of their surroundings. We allow the children to move at a slower pace in the afternoons and provide a warm and welcoming environment, so they get to follow their urge to play and relax after a busy and challenging day.

Please email Margaret Mary Kristensen (mmk@ais-aarhus.dk) and Marianne our school secretary at mw@ais-aarhus.dk if you would like to sign up your child for ASA. Sign-up is possible throughout the school year. ASA will cover morning supervision (07:00 - 08:00) and regular after-school activity hours (14:00- 17:00).

If you wish to change your child from the part-time to the full-time programme you will need to contact Marianne, our school secretary, at mw@ais-aarhus.dk and she will send you a form which you will need to fill in and sign. This form is then forwarded to a department within Århus Municipality. This process can take up to one month. Likewise, if you wish to change your child from the full-time to the part-time programme at EY you need to follow the same procedures.

Pick up and drop off procedures

- You may park in the car spaces outside the kindergarten when dropping off and picking up your children, but please note that parking spaces are limited. There is also parking in the nearby areas.

Drop Off procedures 7:00-8:30

- Please enter the parking lot at a max. speed of 5-10 km/h.
- You **MUST** always hold your child's hand to and from the car – and in the parking lot area (this includes people arriving/leaving by bus).
- Enter the building together with your child.
- Assist your child in unpacking their belongings in the cubby.
- Put the snack and lunch boxes in the appropriate container on the counter and bottle in the bottle holder.
- Make sure your child puts on their indoor shoes.

- Make sure your child uses the toilet, wears a fresh diaper (if necessary) and washes their hands before entering the classroom.
- Bring and drop off your child with a member of staff in the hall before 8 am (full-time students only) and in the classroom after 8 am.
- Make sure you arrive at school in good time to ensure that your child is in class by 8:50 at the latest. Our circle time starts at 9:00 which is a very important time of the day for each child to participate in.

Pick Up Procedures 14:00-17:00

- Enter the parking lot at a max. speed of 5-10 km/hr.
- You **MUST** always hold your child's hand to and from the car – and in the parking lot area (this includes people coming/leaving by bus)
- **Part-Time students:** Pick up your child by their classroom and let staff know you have picked up your child. NOTE: Part-Time students picked up late (3 times within a month) will be charged Full-Time Programme Fees.
- Support your child in organising the cubby (no items on the floor). Bring home all dirty and wet clothes, snack/lunch boxes, notes and work.
- **Full-Time students:** Let staff know you have collected your child. Please make sure you have **left the building by 17.00**.
- Have your child organise the cubby (no items on the floor for cleaning). Bring home all dirty and wet clothes, snack/lunch boxes, water bottle, notes and work.

IMPORTANT

- Please agree on a drop off routine with your child, i.e. one kiss and two hugs or a kiss and a high five. It prepares your child for the separation, he/she knows what to expect and it is efficient – the faster the drop off the easier it will be for your child to say goodbye.
- We kindly ask you not to use the school premises for socialising with other parents. The children often get confused seeing their parents in the hallways after they said goodbye and react emotionally.
- If you need to wait for the bus, please do so at the bus stop.
- As soon as parents arrive in the school/playground they take on the responsibility for their child.
- Encourage your child to tidy up before they go (i.e., take 2 toys to the wooden box)
- Be efficient and restrict interactions while you're in the building to ensure that the building remains calm. It will help to avoid gatherings in the hallways but most importantly it creates a peaceful environment for your child.
- The same rules as we have during the school day, walking feet, indoor voice, being respectful, caring and responsible are also valid at pick-up and drop-off. Please support your child in remembering this.
- Please bring spare clothes to school for your child, regularly look through them and make sure that there is always a sufficient amount of spare clothes (2x trousers, 2x shirts and jumpers, 2x underwear, 2x socks, diapers and wet wipes (if necessary). Clothes need to be labelled with your child's first and last name.

Attendance and Lateness

Teachers monitor and record attendance daily. If your child is sick, please register this via Toddle, our online communication system. Please also register to notify the school of appointments such as the doctor or dentist.

For all requests for scheduled absences please contact your child's homeroom teacher. We recognise that some parents choose to withdraw their children from school during certain religious holidays that are not holidays in the AIS calendar. Parents of children in the Early Years Programme are by law not obliged to request leave for their children. However, we would appreciate it if you could still, please inform the school in good time so that account can be taken of the child's absence in our planning.

Birthdays



Student birthdays are celebrated differently depending on the EY PYP level (1-3) in which a child is enrolled. Parents are asked to first check with the homeroom teacher before making any plans or preparations. If birthday parties are planned to take place outside of school hours, care needs to be taken so that these events are as inclusive as possible.

Bullying and Prevention: AIS statement on Bullying

AIS defines bullying in alignment with UNESCO's International Bureau of Education: "A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself." Dan Olweus, creator of the Olweus Bullying Prevention Program, provides this commonly accepted definition for bullying in his book, *Bullying at School: What We Know and What We Can Do* (Olweus, 2005):

This definition includes three important components:

1. Bullying is aggressive behaviour that involves unwanted, negative actions.
2. Bullying involves a pattern of behaviour repeated over time.
3. Bullying involves an imbalance of power or strength (UNESCO, 2016). Updated 19 June 2023

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Our Philosophy

All Members of the AIS community are expected to treat everyone with consideration, kindness, and respect and in alignment with school values. We urge that the term “bullying” is not used lightly. Cases of alleged bullying and cyberbullying will be investigated with the utmost care and will be handled on a case-by-case basis. Aarhus International School will act in accordance with this Behaviour Policy and the school wide Anti-Bullying Strategy.

Code of Conduct

We believe that everyone at AIS has a significant role to play in developing the attitudes and behaviour of our students. We seek to foster compassionate and tolerant attitudes amongst our students and to promote honesty, integrity and responsibility. Students are expected to respect the rights, feelings and property of classmates, teachers, and all others; they are expected to exhibit cooperation, industry and good citizenship in the classroom and during all other school related activities and they are expected to demonstrate courtesy, consideration and excellent manners toward all others in the community. Just as we intend to establish a tradition of academic excellence at AIS, so, too, do we expect student conduct to be based on high ethical standards.

School-Wide Positive Behaviour Policy

In the PYP we operate a positive behaviour strategy based on the IB Learner Profile. The students are encouraged to consider these qualities in all areas of the school, both during the school day and in ASA time. For more information, please refer to the School-Wide Behaviour Policy in the ‘Community’ section of the website.

Responses to Unacceptable Behaviour

In dealing with unacceptable behaviour we will always emphasise to the student that it is the behaviour that is unacceptable, rather than the student. We will explain that it is the behaviour that must therefore be modified and that this will be to the advantage of the student in the future. We will work with students to support them in creating a plan for improvement.

Other Types of Unacceptable Behaviour

Prompt and consistent action for minor or major incidents will be taken, and we will make the consequences clear to students, as well as providing specific support to help them avoid or modify their behaviour in the future. Positive support in the form of target setting through a behaviour plan may be recommended and parents will be advised accordingly.

Communication

Contact Guide – Staff AIS employs well-qualified and experienced teaching staff from a variety of international schools and backgrounds. Regular PYP training and other professional development is provided for all staff.

Name	Position	E-Mail
Charles C. Hanna	Head of School	cch@ais-aarhus.dk
Margaret Kristensen	Primary School Principal Kindergarten / Børnehave Leader	mmk@ais-aarhus.dk
Samantha Addington	PYP Coordinator	sa@ais-aarhus.dk
Amanda Dufke	PYP1/2A Homeroom Teacher	ad@ais-aarhus.dk
Jessica Thiemann	PYP 1/2B Homeroom Teacher	jet@ais-aarhus.dk
Vanessa Kewan	PYP 2/3 Homeroom Teacher	vak@ais-aarhus.dk
Tinne Krogsgaard	Homeroom Teacher/ASA	tik@ais-aarhus.dk
Jani Kurikka	PYP 3 Teaching Assistant	jak@ais-aarhus.dk
Alisar Alhomsy	PYP 1/2A Teaching Assistant	ala@ais-aarhus.dk
Fiona Gervang	PYP 1/2B Teaching Assistant	fig@ais-aarhus.dk
Anna Sommer	PYP 2/3 Teaching Assistant	as@ais-aarhus.dk
Jodi Bladen	ASA and Support	job@ais-aarhus.dk
Awatef Mansour	ASA and Support	awm@ais-aarhus.dk
Monica Masetti	Support	mom@ais-aarhus.dk

The Head of School, PYP Principal and PYP Coordinator offer an open-door policy and are happy to discuss any issues that arise with parents.

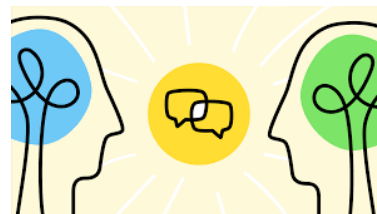
General Communication Points

1. Students and parents should make their homeroom or subject teacher their first point of contact.
2. Parents are encouraged to make maximum use of sources such as the Parent Handbook, AIS updates (website), Toddle, parent information meetings and teacher/student interviews in order to be well informed on school matters.
3. We encourage open dialogue between parents and teachers. As teachers are busy people, we ask that you arrange a time to speak to your child's teacher rather than running the risk of them having to leave for a class or a meeting.
4. Address – Solve – Resolve is a 3-step process to use when offering suggestions and raising issues in need of attention. The first step, as always, starts with the homeroom or subject teacher. The second step is to meet with the PYP Coordinator or PYP Administrator. A further option is to approach the Head of School. AIS welcomes your suggestions and

feedback. This provides a forum of communication which supports home-school cooperation.

The following plan is based on the understanding that whenever a question, issue or problem arises the solution is first to be solved at its source. In any situation it is best to go to the person directly concerned in order to ensure that you:

- Gain first-hand information.
- Get the complete story.
- Achieve a quick response.
- Support the concept of open sharing of information as an aid to assisting your child's learning.



The following issues should be addressed directly to the Homeroom Teacher.

- Absences
- Class equipment and requirements
- Student behaviour
- General student progress
- Classroom and school relationships
- Questions about general day-to-day routines and expectations
- Teaching or classroom incidents
- Missing items
- Field trips and excursions
- Sporting trips
- Enrichment activities
- First point of contact for students in relation to class, curriculum or general school issues

PYP Coordinator (PYP1-8)

The main role of the Primary Years Programme (PYP) Coordinator is to help teachers strengthen their knowledge base and skills to ensure that the PYP is implemented according to IB standards. The PYP Coordinator works to help ensure that the fundamental concepts of the IB are met and that practices are in place support the development of student performance. The PYP Coordinator is a member of the school leadership team and collaborates with all teachers in the PYP to develop a school culture that aligns to AIS's mission and that reflects the qualities of the IB Learner Profile.

The PYP Coordinator may be contacted for information regarding academics within the Primary Years Programme. The Coordinator can also be contacted regarding concerns about the academic programme or more serious concerns about individual student progress or welfare. In most cases, the Coordinator will rely upon a team approach- including students, parents, teachers, and administration, as necessary- to understand and solve concerns that may arise within the academic programme.

PYP School Principal and Børnehave Leder

The Primary School Principal collaborates with the PYP Coordinator and Head of School to assist with overall organisation of the Primary Years Programme. The PYP School Principal organises schedules, staffing, cover, school events, field trips, budget, student behaviour management, admissions, assessment, OpenApply and general day-to-day activities. The Primary School Principal should be contacted in relation to day-to-day issues or enquiries and relies upon a team approach including students, parents, teachers, and administration, as necessary- to understand and solve concerns that may arise within **PYP**.

Head of School

The Head of School may be contacted in relation to whole school issues or more serious issues. To make an appointment contact Marianne Wehen, the school secretary, at mw@ais-aarhus.dk.

Dress Code/School Uniform

All students in PYP1-3 must wear a school uniform when attending classes.

The school uniform consists of two parts: Top and Bottom

- a. For the “top” part, students have the choice of wearing a polo shirt (blue or grey), a T-shirt (blue or grey), a sweatshirt (blue) or a zip jacket (blue) all of which carry the school’s AIS logo in colour. These pieces, all produced by the Hummel company, can be purchased [here](#)

- b. The “bottom” part consists of either dark blue or black trousers or skirt. Denim is acceptable provided the trousers are dark blue, school acceptable in terms of style and length and do not have any holes or prints. Skirts and shorts should be just above the knee in length and may not be overly short. Short shorts are not acceptable. These pieces can be purchased at your preferred local clothing store. There is no dress code for shoes, but they must be safe and appropriate for the growing feet of your children. We recommend that the shoes sit tightly on the feet, have a velcro fastening and a sturdy sole.

- c. Optional: Accessories such as school bags, water bottles, sweatpants etc. with the school’s logo can also be purchased from Hummel.

- d. Please read about our uniform policy and ordering the AIS school uniform [here](#)

Please make sure **ALL** items of clothing are labelled with your child’s name. Labels can be purchased from i.e. www.navnelapper.dk.

Drugs, Alcohol, Tobacco

These substances are absolutely prohibited in school.

Emergency Contact Details

Please make sure you have provided the school office with daytime contact details in case of emergency, including a person other than a parent that we can contact in case the parents are not available. Please contact Marianne Wehen at mw@ais-aarhus.dk or Margaret Kristensen at mmk@ais-aarhus.dk to update your details.

Emergency Evacuation

Emergency procedures are displayed in school and procedures for school evacuation are practised regularly throughout the year.

Field Trips

Field trips are an important part of a student's learning experience. Field trips will always be used to enhance students' understanding of curricular learning targets as well as, on occasion, for the development of important learning skills. Students will engage in such learning experiences off campus on a regular basis, usually one field trip per unit. Parents can be asked to contribute to the cost of these trips.

Health Services and Illness Guidelines

Please make sure that you have given the school the name and contact details of your own doctor, as according to the Danish procedures. The school will contact the parents first in case of accident or illness during the school day. Children in Denmark receive free dental treatment and the Municipality will contact parents about dental appointments. Please let your child's homeroom teacher know when your child has a dental appointment during school hours.

Sickness: We are teaching the children to cough and sneeze into their elbows, to blow their noses and to wash their hands properly, using water, soap, and drying hands thoroughly. Ensure your

child has fully recovered from any illness they may have had before returning to school. Please follow the general guidelines around illness:

Fever: 24 hours fever-free without medication before returning to school.

Stomach-related illness (e.g. vomiting/ diarrhea): 48 hours symptom-free without medication before returning to school.

Lice: The homeroom teachers will inform the class parents if there has been a case of lice. Please be supportive of the other families in school and make sure you check your child's hair thoroughly. If a child is in school with untreated head lice, they will keep re-infecting the rest of the class. To check for lice, it is a good idea to cover the child's hair in a conditioner and wait a few minutes before combing for lice, the conditioner immobilizes them for a short time making them easier to find. If any eggs or live lice are found, please treat your child immediately and contact the school. Your child may return to school when treatment has started. Here is a helpful link in English on how to check your child: http://kidshealth.org/parent/infections/common/head_lice.html.

Here is the Danish Health and Medical Authority's information on lice: https://sst.dk/-/media/Udgivelser/2019/Smitsomme-sygdomme-b%C3%B8rn/Lus/Lus-april-23.ashx?sc_lang=da&hash=13F155916EE75AF7BF3587267DE0E090

Treatment for lice can be purchased at your local pharmacy (apotek).

Hours

Dalgas Campus

School office: 08:00 – 16:00 Mon.-Thur.
 08:00 – 15:00 Fri.

Bushøjvænget

Teaching hours: 08:00 – 14:00
Supervised hours: 07:00 – 17:00

Insurance

The school does not have insurance covering the child per se. In Denmark, a child is covered through their parent's insurance; this means we do not cover dental injury, broken glasses, etc. AIS also has professional liability insurance covering the damages for which the school can be held responsible. In order for the school to be held responsible, it typically requires that staff at the

school have exhibited negligence of one kind or the other such as playground equipment that is not maintained or lack of supervision of young children. However, when children play, unfortunately sometimes injury to people or damage to things can occur without it being the responsibility of the school or others. The school therefore recommends that all parents take out family insurance that usually covers theft and liability. An accident insurance covering personal injuries should also be considered. Do be aware, however, that medical care is free in Denmark and dental treatment is free for young people under 18 years of age. There is specific and separate school-wide insurance related to field trips – repatriation and serious incidents are covered but items such as lost luggage are not.

Library

The library at our Early Years campus is accessible to the students every day. The library technician and homeroom teachers will lead the use of the library with students during lesson times. Parents are financially responsible for lost, stolen, or damaged books that their children have signed out. We welcome donations of books for the library, especially those in the mother tongue languages of our students.

Cubbies and Storage

Student cubbies are provided in the Mudroom next to the main entrance to store clothes, backpacks, and personal items. These spaces are not locked and therefore, no items of value should be kept in these spaces.

Lost and Found

The lost and found box is in the main entrance area on a shelf. Parents are encouraged to stick labels on their child's clothing so that it can be identified and are encouraged to check this box when items are missing. The labeling of school uniforms is especially important so that the owners of the missing items can be identified. This box will be emptied and donated to charity on the last Friday of the month.

Lunch

All Students should bring a healthy morning snack and lunch from home.

Full-time students have an opportunity to eat a small afternoon snack **from 14:00 – 14:30 each day.**

The lunch period runs between 11.30 to 12.30. Thirty minutes are allocated for lunch and twenty minutes for snacks (morning and afternoon).

All students should bring to school:

- water bottle
- morning snack (e.g., fruit, bread)
- lunch
- afternoon snack if your child is enrolled full-time and stays after 14:00



Please make sure that all of your child's belongings are labeled with their name.

Holiday Care

During public holidays, we usually offer childcare at the Early Years Campus. An online registration form is sent to you well in advance, asking to sign up your child even if you don't want to avail of the childcare opportunity. Please consider the set deadline for these registration forms as the sign-ups play a vital role in the planning and staffing of the childcare period.

Toddle

Toddle is the management system used at AIS for attendance, curriculum and communication. All students, parents and teachers have their own individual login information and passwords. The teachers record all attendance via Toddle, and parents are required to log all absence via the system. All units, summative assessments and grades are recorded on the system and the student reports are generated from the system at the end of each school year. There are expectations in place for the use of Toddle at AIS, so that everyone gets the most benefit from this platform. It is expected that parents log on to Toddle regularly so please contact Sam Addington immediately (sa@ais-aarhus.dk) if you experience any problems with logging into Toddle.

EY Parent Expectations

- Log in to view academic information and tasks related to the UoI (Units of Inquiry).
- Log in to communicate and report student absences.
- Stay up to date on the class calendar and help your child be prepared for their upcoming tasks, assignments and assessments.
- Read newsletters or any common information uploaded by the classroom teacher.
- Message teachers directly through Toddle, if appropriate.

EY Parent Council

The aim of the Parent Council is to build healthy and productive relationships between parents, the school staff and the AIS board. The Parent Council represents the concerns of parents and organizes school and extracurricular events. It also serves as a link between parents and the board. Members are elected for a 1-year term. Parents and staff are welcome to contact any members with ideas, suggestions, or concerns.

Class Parents

Class parents act as a liaison between the teachers and parents. They help make sure important information reaches parents. They also help the teachers organise activities and events during the year, which helps to build a community spirit while also offering access to a network that is both supportive and community driven. This is a fun and sociable role that gets you more involved in the life of the school and allows you to contribute towards the success of the school. The Class Parent is nominated, appointed or elected at the first “Back to School” class meeting annually in August in cooperation with the homeroom teacher and/or Parent Council. As such, this volunteer position also serves as the representative of the Parent Council to the class in carrying out their program and assisting with the coordination of schoolwide activities such as Halloween and/or the International Festival. Activities carried out by the Class Parent differ somewhat between the middle school (MYP), primary school (PYP 4-8) and the Early Years (PYP 1-3), but may include:

1. Working with the teacher to ensure that all the parents are receiving important communications from the school or Parent Teacher Association (PTA).
2. Finding parents to act as field trip supervisors when needed.
3. Welcoming new families to the school ensuring they have all the information they need to join in with school/class activities and settle into Aarhus in general.
4. Liaising with the Parent Teacher Association when required.
5. Arrange a common platform for parents to exchange.
6. Agree with birthday arrangements within the class.

7. Bring ideas or group concerns to teachers. Note: It is not the role of the CR to relay complaints of individual parents regarding their child's experience in the class. In case of such incidents, encourage the parents to approach the HR teacher or the administrators to discuss the matter.

Class Parent Volunteers: The Parent Council is currently looking for volunteers and encourages both new and returning parents to volunteer. Ideally, it is best to have a new as well as a returning parent available to serve as "class parents". In the case of too many volunteers, we will draw names and/or split the year into terms in order to accommodate as many volunteers as possible. If you are interested in joining the Parent Council, please contact Ms. Margaret (mmk@ais-aarhus.dk).

Parking

There is limited parking outside of the school building that you are welcome to use when visiting the EY Campus or when dropping off/picking up. If the parking spaces are unavailable there is parking the areas around the AIS campus.

SLOW, SLOW, SLOW (10Km limit), WALKING SPEED ONLY and REMAIN CAUTIOUS when entering, leaving, and using the parking lot. This is a danger zone in which children must remain safe.

Pets

Pets are not allowed to be inside the school buildings or on school grounds. This is consistent with the need to provide students with a safe, secure and healthy school environment.

Physical Education

EY students must wear clothing that does not restrict them in their movements and is appropriate for the weather. Sometimes lessons will be held outside and, even if injured or ill, students must dress appropriately for the weather, including a coat, hat and gloves if snowing and cold, and sunscreen if sunny.

It is important that children wear correct footwear to avoid any injuries that can occur from unstable footwear. Make sure your children wear shoes that have a sturdy sole and sit tightly on their feet.

P.E. lessons are inclusive, in that the lessons will be differentiated according to what students can do rather than what they can't.

Religious and Political Messages

Religious and/or political messages may not be shared on campus or sent out to parents by AIS employees or non-school personnel as such messages may not be appropriate for all.

AIS is a non-religious and non-political school. At AIS, we acknowledge and celebrate many of the traditional holidays, but we consider those holidays to be secular holidays celebrated without any religious or political connection.

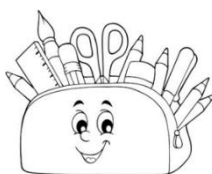
To help students understand the common aspects of all such holidays from around the world, AIS has developed the abbreviation "FFFLL" which stands for "Family, Friends, Food, Love, Light, Laughter". All of the aforementioned components can be found in yearly celebrations of all cultures of the world regardless of any political or religious aspects which might accompany them.

School Board

AIS is run as a non-profit organisation by a school board. This board is partly appointed by local companies and partly elected from the AIS community. The School Board meets monthly and is working continuously on the growth and development of AIS.

Current Board Chairman: Niclas Kvernørød

Stationery/Supplies



All stationery is provided by the school.

Student Support Services

Special Needs/Inclusion

In the case that concerns arise regarding a student's academic progress or individual needs, the homeroom teacher will be the main point of contact and he/she will be in close communication with the parents. If concerns for the student persist after in-class intervention, an initial team meeting will be called with the homeroom teacher and the EY Leader to determine an appropriate

course of action. Please refer to AIS's current Inclusion Policy for more specific information and details regarding this process.

EAL

At AIS, we recognize that the development of the English language is fundamental for our students to become successful learners. In alignment with the IB framework, AIS works to provide students with opportunities to engage in language learning in meaningful contexts, both in the classroom and beyond. English as an Additional Language (EAL) support is provided by the staff within each class.

All the young Early Years students are still developing their English language across the areas of: (1) oral language- listening and speaking; (2) written language- reading and writing, and (3) visual language- viewing and presenting. Our Early Years team supports the young learners in their language development and are, for example, working with many visuals, reading story books, singing nursery rhymes, practicing letter sounds and providing many experiences that teach and extend the student's vocabulary.

PPR

Pædagogisk Psykologisk Rådgivning/Pedagogical and Psychological Guidance or PPR for short, is an organization within Aarhus Kommune who partners with schools to provide pedagogical support and guidance. AIS has a PPR psychologist who works directly with the school and our students to provide support for students who need extra help with academic and/or social and emotional issues. They assess students' needs and can provide support in the process in case additional services, or referral for further testing might be needed for a student. Students are referred through PPR by the school team as necessary, and parents are kept fully informed, and meetings organized only with explicit consent and agreement from the family.