



AARHUS
INTERNATIONAL
SCHOOL

PYP4-8 Parent-Student Handbook 2024-25

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1. Welcome Letter and Tips for Parents

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. This 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 of 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 programme of studies.
5. Treat school attendance, adherence to the uniform policy and "On Time" arrival importantly.
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.

2. 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

3. 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 Primary Years Programme (PYP)

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 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.

4. Assessment of Student Progress in the PYP Programme

Internal Assessment

Regular formative assessment (finding out what students already know) takes place in each unit of study, 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. Examples of these tools include extended writing, presentations, posters, performances, tests and quizzes, design and 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. All internal assessments are based on the following criteria:

Abbreviation	Meaning
E	Exceeding Grade Level Expectations: <i>the student exceeds expectations regarding the grade level skills, knowledge or understanding of key concepts</i>
M *Target*	Meeting Grade Level Expectations: <i>the student is showing strong evidence of consistently applying the grade level skills, knowledge or understanding of key concepts</i>
A	Approaching Grade Level Expectations: <i>the student has gained some but not all of the grade level skills, knowledge or understanding of key concepts</i>
B	Below Grade Level Expectations: <i>the student needs additional support or practice to gain the grade level skills, knowledge or understanding of key concepts</i>
N/A	Not Applicable: <i>Not covered this term or missed term work.</i>

External Assessment

External assessment in the PYP is undertaken in the form of MAP assessments. These external online assessments in Mathematics and Reading are used both in the admissions process and twice during the year from PYP5-8. The assessments are produced and administered by the Northwest Evaluation Association, based in the United States and are adaptive so that the questions are based on each previous student response. These assessments assist AIS teachers in placing students in the correct grade when they arrive at AIS, tracking academic growth and identifying individual students' strengths and weaknesses within the areas of Math and Literacy. The assessments also enable the school to track student performance on a wider scale and measure performance against national standards and other international schools.

Reporting

An interim report is issued in December with a current working level for each subject and a general comment on the student's overall performance. A full written report with end of year grades is shared in the end of June each year. Two parent/student/teacher conferences (Two/Three Way conferences) are held in October and March for each year group, as well as one Student Led goal-setting 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**.

5. Academic Honesty

Plagiarism – copying or getting someone else to do the work – is a form of cheating. Copying and pasting text from the internet falls into this category. We advise parents to be careful not to overstep the boundary between helping your child and doing the work for them.

The school will provide students with clear guidance to the effect that they must always:

- Acknowledge their sources, according to the MLA format, using parentheses to enclose the citations.
- Use quotation marks for all quoted material.
- Revise paraphrased material so that it is in their own writing style.
- Provide works cited list of every source used.
- Ensure that others do not copy their work.
- Ensure that work they submit is actually their own.

The school subscribes to the software, 'TurnItIn'. This programme checks for online plagiarism and is integrated with Toddle. For further information please see the AIS Academic Integrity policy which is posted on the school website under: **Community; School Policies**.

6. 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 knocks and scrapes as appropriate.

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.

7. After School Activities (ASA/SFO MAC)

AIS offers a wide range of instructional and extracurricular activities throughout the school year. Students can remain on campus after the school finishes if enrolled in an ASA or after-school club. ASA programmes provide them with the opportunity to participate in many engaging activities such as creative arts, homework space, sports, games, technological education/play, academic enrichment, LEGO collaborations and indoor/outdoor free play.

Our PYP After School Activities (ASA) programme allows students of different age levels to make friends and interact with each other in both structured and informal settings. Parents place children in ASA because of the supervised environment, the extension activities that are available, and the inclusive atmosphere which develops among the children attending.

Enrolling your child in ASA also allows your child to join Autumn, Winter, February and Easter camps during school holidays for no extra charge. Regardless of your or your child's needs, you can find an abundance of activities and games in a warm and welcoming environment.

Please email Marianne Wehen at mw@ais-aarhus.dk before 5th September to sign up for ASA. Sign-up is also possible throughout the school year.

ASA will cover morning supervision (07:00 - 08:00) and regular afterschool activity hours 14:15/15:00 - 17:00).

MAC (Morning and Afternoon Care)

From August 2021, ASA begun providing morning (7.00-8.00) and afternoon care (14.15-15.00) every day. Afternoon care is **for PYP 4 and PYP 5 students ONLY** and the price for joining MAC is 340 DKK per month for 11 months of the year. Please note that the previous morning supervision in the small gym is no longer available and will take place in the new ASA room.

PYP 4 and PYP 5 are finished with their scheduled lessons at 14.15 every day and can either be collected at this time or sign up for MAC until 15.00 or ASA until 17.00. You can sign up for MAC (Morning and Afternoon Care) by contacting Marianne Wehen at mw@ais-aarhus.dk

8. 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 under 3 days 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. You are asked to read the AIS Planned Student Leave Policy which can be found on the school website under Community. If your child is going to be absent for more than 3 days of school, you are asked to fill in a form entitled Application for Extended Leave (which is part of the Leave Policy) and email it to our Head of School, Mr. Chris Hanna for approval. Please inform the school in good time so that account can be taken of the child's absence in our planning.

Scheduled lessons begin at 8:15 am each morning and students arriving **after 8.10** will be marked as late on Toddle. If your child has an early appointment, please inform the homeroom teacher in advance.

9. Birthdays



Student birthdays are celebrated differently depending on the PYP level in which a child is enrolled. Parents are asked to first check with the homeroom teacher and/or class parent representative before making any plans or preparations. If birthday parties are planned to take place outside of school hours, the general practice is that the entire class is invited or else all the girls or all the boys. Care needs to be taken so that these events are as inclusive as possible.

10. Bullying and prevention: AIS Statement on Bullying and Cyberbullying

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).

Furthermore, AIS defines cyberbullying in alignment with UNICEF, who developed this definition through work with international cyberbullying and child protection experts. *Cyberbullying is bullying with the use of digital technologies. It can take place on social media, messaging platforms, gaming platforms and mobile phones. It is repeated behaviour, aimed at scaring, angering, or shaming those who are targeted.* Examples are not limited to, but may include things like:

- spreading lies about or posting embarrassing photos or videos of someone on social media
- sending hurtful, abusive or threatening messages, images or videos via messaging platforms
- impersonating someone and sending mean messages to others on their behalf or through fake accounts (UNICEF, 2022)

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.

11. 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 an 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.

12. Collection of Students

The safety and well-being of PYP students is paramount, and all PYP4-8 students must arrive at and leave the school premises in a safe manner. We would therefore kindly ask everybody to be diligent in picking up your children when school finishes (14:15 or 15:00). When we come upon unattended students after hours we bring them into the ASA, to make sure that they are supervised and safe. Parents will be informed by email, and if the situation persists the school will invite the parents for a meeting to discuss solutions. Ultimately, the school may insist the child is enrolled in the ASA or MAC, but we will always reach out and work thoroughly with parents to find the best solution.

13. 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	Email
Robert McCluskey	Head of School	rmc@ais-aarhus.dk
Margaret Kristensen	Primary School Principal Kindergarten/Børnehave Leader	mmk@ais-aarhus.dk
Samantha Addington	PYP Coordinator	sa@ais-aarhus.dk
Megan Behnke	School Counsellor	mb@ais-aarhus.dk
Cree Snyder Schmidt	EAL & Inclusion teacher	css@ais-aarhus.dk
Elaine Fong	EAL teacher	ef@ais-aarhus.dk
Nicola Woodvine	PYP4A Homeroom Teacher	nw@ais-aarhus.dk
Catherine Presnail	PYP4B Homeroom Teacher	cap@ais-aarhus.dk
Laura Tontsch	PYP5A Homeroom Teacher	lkt@ais-aarhus.dk
Rebecca Rasmussen	PYP5B Homeroom Teacher	rr@ais-aarhus.dk
Kassia Massey	PYP6A Homeroom Teacher	kam@ais-aarhus.dk
Despina Marakaki	PYP6A Homeroom Teacher	dm@ais-aarhus.dk
Edwin Murray	PYP7A Homeroom Teacher	em@ais-aarhus.dk
Patrik Difford	PYP7B Homeroom Teacher	pd@ais-aarhus.dk
Jonathan Bettger	PYP8A Homeroom Teacher	jb@ais-aarhus.dk
Emily Forbes	PYP8B Homeroom Teacher	emf@ais-aarhus.dk
Faith Kumaraswamy	PYP 4-8 Visual Arts	fk@ais-aarhus.dk
Ryan Preston	PYP 4-8 PSPE Teacher	rp@ais-aarhus.dk

Dennis Dapal	PYP 4-8 Performing Arts Teacher	dd@ais-aarhus.dk
Sidsel Damsgaard Hansen	Danish A teacher	sdh@ais-aarhus.dk
Morten Kidde	Danish B teacher	mok@ais-aarhus.dk
Mikaela Kirketerp	Danish C teacher	mik@ais-aarhus.dk
Georgina Preston	OTO support teacher	gp@ais-aarhus.dk
Mythreyi Venkatsubramani	OTO support teacher PYP 4 support teacher	mw@ais-aarhus.dk
Hussain m: Abdi	Bookkeeper	ha@ais-aarhus.dk
Charlotte Jessen	Business Manager	cj@ais-aarhus.dk
Marianne Wehen	School Secretary	mw@ais-aarhus.dk
Amelia Ishak	PR & Communications	ami@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 following member of staff:

Homeroom Teacher

- Absences
- Class equipment and requirements
- Homework
- 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

Subject Teacher

- Subject-specific equipment and requirements
- Specific homework requirements or issues
- Subject-specific student progress
- Questions about specific field trips

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 for 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

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, Toddle 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.

14. Dress Code/School Uniform

All students in PYP4-8 must wear a school uniform when attending classes, with the exception of physical education.

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 from <https://sportsworldteamsport.dk/catalog/list/aarhus-international-school-teamsport>
- 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.
- c. Accessories such as school bags, water bottles, sweatpants etc. with the school’s logo can also be purchased from Hummel through the following company website: <https://sportmaster.dk/aarhus-international-school>

Dress code for Physical Education at AIS:

Students must bring a correct PE “kit” to class which consists of the following items and conditions.

- a. Shorts/ t-shirt/ tracksuit bottoms / long sleeved top (weather depending)
- b. Indoor sports shoes

Note: During instruction, jewelry should be removed and long hair should be tied back

15. Drugs, Alcohol, Tobacco

These substances are absolutely prohibited in school.

16. 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.

17. Emergency Evacuation

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

18. Lesson 7 (14.15-15.00) for PYP 6-8

Lesson 7 which takes place on school days from 14:15-15:00 is a specific period during which activities that extend the curriculum can take place. It was initially designed to provide homework

support and additional class time to offer EAL (English as an Additional Language) instruction, but it has since evolved to include classes in science, an additional Visual Arts lesson, a Well-being lesson, Danish (communication lesson), a Homeroom lesson, an Exhibition lesson, a PSPE lesson and Mother Tongue lessons.

19. 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 development of important learning skills. Students will engage in such learning experiences off campus on a regular basis. Trips which involve an overnight stay may be preceded by an information meeting. Parents will be asked to contribute to the cost of these trips - the cost is dependent on the scale of the trip. Students in upper PYP participate in overnight trips within Denmark in the month of May each year. PYP 7 students participate in a 2 day/one night trip in Jutland, while PYP 8 participate in a 3 day/2 nights trip usually to Copenhagen.

20. Health Services/School Nurse

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 student’s own doctor first in case of accident or illness during the school day. The school nurse from Aarhus Kommune will invite all PYP 4 and PYP 7 students to visit during the year to perform routine checks on height, weight, hearing and vision, and discuss general health issues. Please let us know if you do not wish your child to participate in these checks. Children in Denmark receive free dental treatment which is organised through your local municipal school. Please let your child’s homeroom teacher know when your child has a dental appointment in school hours.



Lice – If your child is found to have lice they will need to be treated at home before they can return to school.

Sickness – Please ensure your child has fully recovered from any illness they may have had before returning to school.

21. Homework

At AIS, we strive for academic excellence. We, therefore, expect students to complete regularly assigned homework in PYP 4-8 to keep up with our rigorous curriculum. In addition, students may be asked to complete unfinished work from class. The teachers understand that homework should act as a connection between students and parents and helps to inform some of the details of the programme being taught. Homework is not done just for homework’s sake but has a specific purpose and connection to the curriculum.

We understand that a uniform homework approach between all the age groups of PYP 4-8 is not possible, and therefore suggest the following guidelines for each grade level.

Class Level	Units 1-3 (first half of the year)	Units 4-6 (second half of the year)
PYP 4	Maximum 25 minutes (incl. reading): In addition, 1-2 learning activities	Maximum 30 minutes: (incl. reading) In addition, 2-3 learning activities per week.

	per week (examples can include word study, sight words and Math activity)	(examples include 2-3 activities such as Word Study, sight words, and Math)
PYP 5	Maximum 35 minutes (includes daily reading)	Maximum 40 minutes (includes daily reading)
PYP 6	Maximum 40 minutes (includes daily reading)	Maximum 45 minutes (includes daily reading)
PYP 7	Maximum 50 minutes (includes daily reading)	Maximum 50 minutes (includes daily reading)
PYP 8	Maximum 60 minutes (includes daily reading)	Maximum 60 minutes (includes daily reading)

*The above time guidelines do not include long-term projects, for example, Summative projects.

**This a guideline and is subject to change

***Weekend homework may include Mathletics, reading, summatives and catch up.

We encourage discussions with the individual homeroom or subject specific teacher for more details. This document should only act as a basic guideline for homework.

22. Hours

Dalgas Campus:

Teaching hours: 08:15 – 15:00

Supervised hours: 07:00 – 17:00

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

08:00 – 15:00 Fri.

Bushøjvænget:

Teaching hours: 08:30 – 14:00

School arrival time: 08:00 – 08:30

Supervised hours: 07:00 – 17:00

23. 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. Please see the *AIS Field Trip policy* for issues related to field trip insurance. Please see the *Bring Your Own Device policy* (see below) for information related to IT device insurance.

24. Library

The library technician and subject teachers will lead the use of the library with students during lesson times. At certain times small groups of students will be working in the library. Students can only sign out books with the assistance of the library technician or library volunteer. MYP students can also check out ebooks through the AIS library website using their Student ID. Students are financially responsible for lost, stolen, or damaged books that they have personally signed out. We welcome donations of books for the library, especially those in the mother tongue languages of our students.

25. Lockers, Cubbies and Storage

Student cubbies are provided in the classroom of the homeroom teacher to store textbooks and personal items. These spaces are not locked and therefore, no items of value should be kept in these spaces. Coats and bulky backpacks are usually left outside of the classroom in the hallways.

26. Lost and Found

The lost and found area is located in the mud room on the ground floor of the Dalgas building or in the area outside the big gym. Parents are encouraged to sew labels on their child's clothing so that it can be identified and are encouraged to check this area when items are missing. The labeling of school uniforms is especially important so that the owners of the missing items can be identified.

27. Lunch

Students should bring a full healthy lunch from home.

Students have an opportunity to eat a small snack from 9.30 to 9.45 each day.

The PYP lunch period runs from 11.45 to 12.45 each day. Thirty minutes are allocated for lunch and thirty minutes are to provide students with a break.

All students should bring to school:

- water bottle
- morning snack (e.g., fruit, bread)
- lunch
- afternoon snack if your child stays after 15:00



PYP 4-8 students eat lunch either in their classroom or the Atrium.

28. 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 best out of the system (please see excerpt below). It is

expected that parents and students log on to Toddle regularly so please contact Sam Addington immediately (sa@ais-aarhus.dk) if you experience any problems with logging into Toddle.

PYP 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 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.*

29. Morning Break

PYP students have a 30-minute recess from 09.45 to 10.15 each day and it is recommended that they bring a healthy snack and a water bottle for this break. Snack will be eaten prior to recess time.

30. Mud Room

This is a specially designed room close to the exit of the playground areas in which student coats, gym clothes, extra clothing, outside shoes and boots can be stored. PYP classes use this room to change into outside clothing prior to the morning and lunch break times as well as changing back into inside clothing before returning to class. "Lost and Found" items will be stored in a section of the Mud Room which is available to both students and parents searching for lost items.



31. Parent Teacher Association (PYP4 –MYP5)

The aim of the PTA is to build healthy and productive relationships between parents, the school staff and the AIS board. The PTA represents the concerns of parents and organizes school and extracurricular events. The PTA 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 member with ideas, suggestions, or concerns. If you wish to receive email updates from the Parent Council, please email: pta@ais-aarhus.dk



32. 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, the Christmas Market and/or the International Festival.

Activities carried out by the Class Parent differ somewhat between the middle school (MYP) and the primary school (PYP) 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. Promoting a sense of togetherness among the parents of a class by organizing one to two annual events to bring parents and students together. This is especially important at the higher grade levels as daily contact between parents is much less in comparison to the lower primary grades.
5. Helping to organize “reading parents” that come and read with the smaller children during school time.
6. Organizing end of year gifts, etc. for the teacher.
7. Liaising with the Parent Teacher Association when required.

Class Parent Volunteers: The Parent Teacher Association (PTA) 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.

Parents and staff are welcome to contact any member with ideas, suggestions, or concerns. If you wish to receive email updates from the Parent Teacher Association (PTA), please email: pta@ais-aarhus.dk

33. Parking (at Dalgas)

There is no parking for parents on the Dalgas AIS campus. A few spaces will be available for guest parking and a time limited “parking permit” must be obtained from the school office.

Parents and visitors who use the school’s Dalgas parking lot for any length of time during school days need to pick up a temporary “parking permit” from the school’s main admin office and place it immediately in a visible location inside the front window of their vehicle. (Warning: fines are substantial for non-compliance.)

“Kiss and Drive”: Drivers using this designated area marked in white lines must remain with their car at all times. Use this area for a quick goodbye and then move on so the traffic continues to circulate.

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

Note: **DO NOT USE** the parking section at the end of the school’s driveway. These spaces belong to the apartment building. Fines for non-observance are swift and stiff!

Please note that there is an additional drop-off/pick-up area parking on Dalgas Avenue. If you park in this space, however, you will need to pay.

34. 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.

35. Physical Education

What we expect in IB Physical Education at AIS.

Students must bring correct PE kit to class:

- shorts/t-shirt/tracksuit bottoms/long sleeved top (weather depending)
- indoor sports shoes
- outdoor sports shoes
- jewelry removed
- long hair tied back
- water bottle
- towel and shower gel

If injured or ill, students should always bring a complete PE kit. PE lessons are **inclusive**, in that the lesson will be differentiated according to what student **can do** rather than what they can't.

Most lessons will be outside and, even if injured or ill, students must dress appropriately for the weather, including a coat and gloves if snowing, and sunscreen if sunny. In the practice of good hygiene and lifelong habits, and as a courtesy to others, students as of PYP7-8 must shower after physical activity. Twenty minutes shower and change time is always provided after a cool down.

36. 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 "FFFLLL" 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.

37. 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.

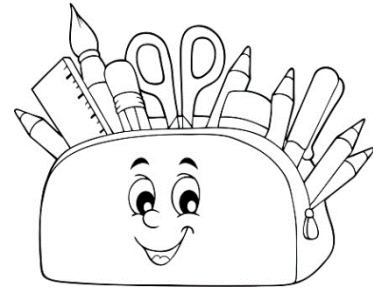
Current Board Chairman: Niclas Kvernørød

38. Stationery/Supplies

The following items are necessary for **ALL** PYP4-8 students:

- Pencils and sharpener
- Eraser
- Coloured pencils
- Scissors
- Gluestick
- Post It Pad

- Ruler/Protractor (PYP5 and above)
- Compass (PYP6 and above)
- iPad, tablet, or computer (minimum 16GB) (PYP7&8 only)
- Power cord and secure carrying case for student device (if bringing to school)



All other stationery is provided by the school.

39. Student Support Services

English as an Additional Language (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 for students with the greatest needs in the 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.

PYP EAL support at AIS is currently provided by a trained EAL teacher (80% position) and lessons are held within the school day. Students are assigned to small groups based upon the homeroom teacher's assessment of the student's language acquisition levels and individual language needs. The groupings are flexible, and the goal is to provide targeted support for EAL students to help students advance through the phases of language acquisition. EAL support teachers are also scheduled to provide additional individual or small group EAL instruction throughout the academic day, as needed.

Special Needs/Inclusion

In the case that concerns arise in regard to 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 School Counselor to determine an appropriate course of action. Please refer to AIS's current Inclusion Policy for more specific information and details regarding this process.

School Counsellor

AIS currently employs a full-time School Counselor to help support students' academic and personal/social-emotional development. The School Counselor works directly with homeroom

teachers to provide programming and interventions that benefit all students. The School Counselor also helps students and staff deal with small, day-to-day conflicts and concerns. In the case of more serious concerns about an individual student's behaviour or well-being, a meeting can be arranged by the School Counselor with the homeroom teacher and the parents to discuss the concerns and create a plan of action. The School Counselor is also available for short-term individual or small group meetings with students to help support their growth and development.

The Learning Support/Inclusion Teacher

The Learning Support/Inclusion Teacher at AIS is currently a full-time position. The LS/Inclusion teacher provides small group and individual learning support lessons, tests students who are experiencing academic or behavioural difficulties, and works with teachers to develop appropriate strategies that target the special needs of students in their classroom. The LS/Inclusion teacher also works closely with the school counsellor and PPR as well as works with One-to-One support teachers in developing Action Plans that provide specific guidance on strategies and goals for the individual student. Individual Learning Plans are also created for students who do not qualify for support but who are struggling in the regular classroom setting.

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.

40. Technology

The PYP4-8 at AIS operates a 2-tier technology policy. In PYP7-8 a BYOD (Bring Your Own Device) programme is in place. We require **all** PYP7&8 students to Bring Their Own Device. Parents need to purchase a device (tablet or computer) for their student with an operating system capability of Windows 10 or 11 or similar, along with a charger and a secure carrying case for their device.

A laptop computer (PC or Mac) is recommended rather than a tablet for parents who are purchasing a new device for students entering PYP 7&8. If your child already has a tablet at home with an operating system capability of Windows 10 or 11 or similar, then a tablet can be used but keep in mind that a laptop computer (PC or Mac) is required as of the MYP 3 level.

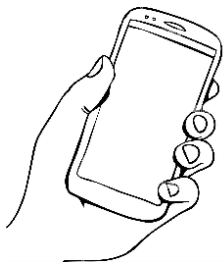
AIS will provide Microsoft Office 365 Online for each student which includes a personal student email account. The homeroom teacher will then provide a username and individual password for each student. Specific instruction is aimed at helping students to locate appropriate educational resources, to use technology as a tool for research and to assist them in creating presentations and videos to share what has been learned.



The devices should remain with the student and should not be left in school overnight. All devices

should be fully charged and ready for use.

Students in PYP4-6 will have access to a class set of iPads. These have educational apps already downloaded and are used under the direction of the teacher.



In order to foster a collegiate and focused learning environment undistracted by technology, students in PYP 4-8 may **not** use their mobile phones at all during the school day. The phones will be stored in the student's locker or bags at the start of each school day. Please do not call or text your child during the school day as they will not be able to answer. Students who do bring their phones to lessons will be given a warning and then will complete a reflection sheet and be reminded of the policy. Messages can be delivered via the school office in emergencies or for urgent messages.

All student users of the AIS internet will be required to comply with the terms and conditions expressed in the Educational Technology Policy. This document, which is signed by all students and parents at the beginning of the year, specifically states the rights and responsibilities of all internet users and requires all users to use their approved devices for appropriate communication, educational, research and collaborative work.

41. Visitors

Student visitors are not allowed on campus unless prior written permission has been granted from a member of the school's administration. Please contact the administration at least one week in advance of any request for such a visit as the related homeroom and/or subject teachers need to be informed accordingly. Any student visitor who does not live up to school's standards as set forth in the IB Learner Profile will be asked to leave the campus immediately.