



**AAGE PYP4-8  
PARENT HANDBOOK  
2018-2019**

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## WELCOME TO AAGE

Dear Parents,

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

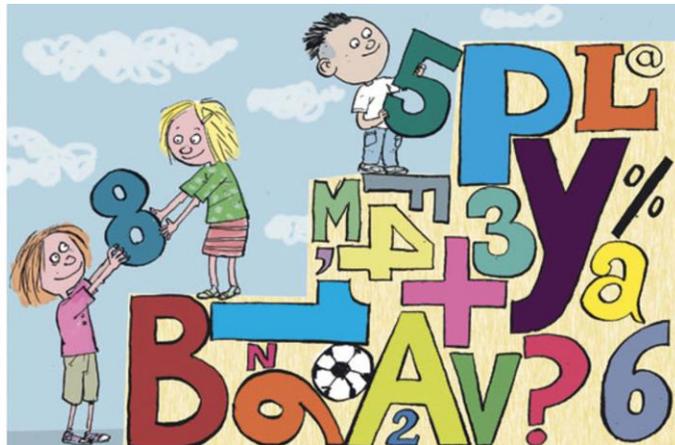
We are now in our seventh year as a school, having opened our doors as an International Baccalaureate candidate school for the Primary Years and Middle Years Programmes on 15<sup>th</sup> August 2012. We received our MYP Authorisation in January 2016 and our PYP Authorisation in June 2016 and are now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

We hope that you will find all staff, students and fellow parents wonderfully 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.

We are delighted that you have chosen to send your child to AAGE and look forward to sharing many amazing experiences with you along the way.

Warmest wishes,

Charles C.(Chris) Hanna  
Head of School



## **TIPS FOR PARENTS**

### Getting to know AAGE's Program

- Know and support AAGE's "Vision-Mission-Goals-Values" statement as well as the "Mission" statement from the International Baccalaureate.
- Recognize your child when aspects of the "IB Learner Profile" are exhibited.
- Attend school information meetings, parent conferences and special events/assemblies to better understand AAGE's program of studies.
- Read the **Parent Newsletter** regularly. Issued on Thursdays by the school administration, the "Newsletter" contains important updates and is meant to keep you current with events, developments, after-school activities, childcare and items requiring possible action on your part.
- Treat school attendance, adherence to the uniform policy and "On Time" arrival importantly.
- Support your child at home with language learning, especially in the area of mother tongue development.
- Use "ManageBac" as a communication tool between home and school.  
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 ManageBac, if appropriate
- Refer regularly to the school website <http://www.aarhusacademy.dk> to remain current on dates, policies and general information.
- 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.



## **INTERNATIONAL BACCALAUREATE 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.

## **AARHUS ACADEMY FOR GLOBAL EDUCATION**

### **VISION**

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

### **MISSION**

The mission of AAGE 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.

### **GOALS**

Our goal is to provide high quality holistic education so that each student:

- meets personal, social and academic needs while acquiring a healthy sense of self-confidence
- thinks critically, creatively, scientifically and is solution oriented
- develops communication skills and practices responsible use of technology
- embodies responsibility, initiative and follow-through, honesty and generosity, effective teamwork and democratic leadership
- appreciates cultural differences and diversity of perspectives

### **VALUES**

- ★ Responsible
- ★ Caring
- ★ Respectful

# 1. Academic Programme

## **The International Baccalaureate Programme (IB)**

At AAGE, 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.

### **a. The Primary Years Programme (PYP)**

AAGE'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 is 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.



## b. 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:

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

### External Assessment

External assessment in the PYP is undertaken in the form of MAP assessments. These external online assessments in Mathematics, Reading and Language Usage 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 AAGE teachers in placing students in the correct grade when they arrive at AAGE, tracking academic growth and identifying individual students' strengths and weaknesses within the areas of Maths 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.

### **c. Reporting**

An interim report is issued in December with a current working level for each subject and a full written report with end of year grades in June each year. One parent/student/teacher conference (Three Way conference) is held for each year group annually, as well as one Student Led goal-setting conference in May.

For more information on the PYP please see [www.ibo.org](http://www.ibo.org). For more information on assessment, please see the **AAGE Assessment Policy** which is available on our website under the heading, 'Community'.

## **2. 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.

For further information please see the **AAGE Academic Honesty Policy** which is posted on the school website under the heading, 'Community'

## **3. 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 program.

### **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.

## **4. After School Activities (ASA/SFO)**

AAGE 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 activity. ASA programs 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) program 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 “neighbourhood” 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 Henny Bak on [hb@aarhusacademy.dk](mailto:hb@aarhusacademy.dk) before 5<sup>th</sup> September to sign up for ASA. Sign-up is also possible throughout the school year.

## **5. Attendance and Lateness**

Teachers monitor and record attendance daily.

If your child is sick please register this via ManageBac, 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 teacher and the relevant coordinator in advance. We recognise that some parents may wish to withdraw their children from school during certain religious holidays that are not holidays in AAGE’s calendar. Please inform the school in good time so that account can be taken of the child’s absence in our planning.

School begins at 8:06am each morning and students arriving later will be marked as late on ManageBac. If your child has an early appointment please inform the homeroom teacher in advance.

## 6. 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. Should birthday parties be 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.



## 7. Bullying and Prevention

### AAGE Statement on Bullying and Cyber-bullying

Bullying is defined as unwanted, deliberate behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Bullying includes, but is not limited to, actions such as: making threats, spreading rumours, attacking someone physically or verbally, ridicule and excluding someone from a group on purpose. Bullying can be both covert and overt. The definition of bullying applies to all stakeholders of the school community. Cyber-bullying is bullying that takes place using electronic technology. Electronic technology incorporates not just hardware but also software. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites.

Examples of cyber-bullying include: hurtful text messages or emails, rumours sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles. Cyber-bullying is not limited to school building but extends to into the greater community. This is because acts of cyber bullying can stem from different environments, but still have significant consequences at school.

A simple acronym that can be used for identifying bullying and cyber-bullying behaviour; is the act:

R – Repeated (not a once-off comment)?

O– Overpowering (used to diminish someone)?

P – Planned (purposeful or intended)?

### Our Philosophy

All members of AAGE are responsible to take affirmative action and create a supportive and inclusive environment. We want a secure and safe learning environment and as such respond to a framework of rules and policies where we can feel confident to express ourselves, where everyone feels safe.

AAGE believes that consequences need to be fair, balanced and based on a proper investigation. Accusation of bullying behaviour is also a serious matter and everyone in the school community has a responsibility to judge carefully before taking action. All aspects must be viewed before a conclusion can be reached. Our philosophy for action in bullying cases can be summarised as: Firm, Fair, Consistent.

### Further Action:

- In the event of persistent and/or severe bullying the Head of School will consult all parties in order to discover the details and depth of the problem.
- Parents of the bully(s) and victim(s) will be contacted and consulted.
- Should the Head of School deem it necessary, after consultation, the parents may be asked to a meeting.
- Measures considered appropriate for continued prevention will be clearly outlined, discussed and implemented.

## **8. Code of Conduct**

We believe that everyone at AAGE 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 AAGE, so, too, do we expect student conduct to be based on high ethical standards.

### **a. School-Wide Positive Behaviour Policy**

In the PYP we operate a positive behaviour strategy based on the IB Learner Profile and the PYP Attitudes. The students are encouraged to consider these qualities in all areas of the school, both during the school day and in ASA time. Students are also divided into 'Houses' (see below) and can earn recognition for their House by exhibiting positive behaviours within this framework. For more information, please refer to the School Wide Positive Behaviour Support (SWPBS) Handbook in the 'Community' section of the website.

### **b. 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.

### **c. 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.

## 9. Communication

### a. Contact Guide – Staff

AAGE 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
Charles C. Hanna	Head of School Acting Elementary Principal	cch@aarhusacademy.dk
Iben Murray	School Counsellor	im@aarhusacademy.dk
Margaret Kristensen	PYP Coordinator	mmk@aarhusacademy.dk
Nicola Woodvine	PYP4 Homeroom Teacher	nw@aarhusacademy.dk
Laura Tontsch	PYP5A Homeroom Teacher	lkt@aarhusacademy.dk
Alison Bull	PYP5B Homeroom Teacher	ab@aarhusacademy.dk
Kendra Kadam	PYP6A Homeroom Teacher	kek@aarhusacademy.dk
Cree Snyder Schmidt	PYP6B Homeroom Teacher	css@aarhusacademy.dk
Edwin Murray	PYP7A Homeroom Teacher	em@aarhusacademy.dk
Colleen Murphy	PYP7B Homeroom Teacher	clm@aarhusacademy.dk
Jonathan Bettger	PYP8 Homeroom Teacher	jb@aarhusacademy.dk
Faith Kumaraswamy	PYP Visual Arts and Danish C Teacher	fk@aarhusacademy.dk
Tom Wade	PYP 4-8 PHE Teacher	tw@aarhusacademy.dk
Tobias Jakobsen	PYP4 Danish A and PYP 8 Danish B Teacher	tj@aarhusacademy.dk
Ditte Bredtoft Winther	PYP 5,6 & 8 Danish A Teacher	db@aarhusacademy.dk
Morten Kidde	PYP EAL Coordinator PYP Danish A and C Teacher	mok@aarhusacademy.dk
Sarah Burvill	PYP4 – 8 Performing Arts	sb@aarhusacademy.dk
Motoko Jørgensen	Japanese/EAL/ Support	moj@aarhusacademy.dk

### b. Contact Guide – Administration Office

Lars Hansen	Business Manager	lh@aarhusacademy.dk
Henny Bak	School Secretary	hb@aarhusacademy.dk
Kathryn Templeman	Admissions	kt@aarhusacademy.dk
Susanne Anesen	Bookkeeper	sua@aarhusacademy.dk

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

### **c. General Communication Points**

1. Parents should make their homeroom or subject teacher their first point of contact.
2. Parents are encouraged to make maximum use of the sources such as Newsletters from homeroom teachers and the school administration, AAGE updates (website), ManageBac, 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 or MYP Coordinator. A further option is to approach the Head of School. AAGE 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.



#### **d. Referrals**

The specific issues as listed below should be addressed directly to the following member of staff:

##### **1. The 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

##### **2. The Subject Teacher**

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

##### **3. The 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 AAGE'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.

##### **4. The Head of School**

The Head of School may be contacted in relation to whole school issues or more serious issues.

## 10. Dress Code/School Uniform

All students in PYP4-8 must wear a uniform when attending classes from Monday to Thursday, with the exception of Physical Education (see below). The uniform is purchased online via PMG Retail's website ([www.pmgretail.co.uk](http://www.pmgretail.co.uk)).

The uniform consists of:

Top:	White or burgundy poloshirt with AAGE's logo (For warmth: AAGE sweater, sweatshirt or cardigan with no hoods) Students are encouraged to also purchase school burgundy jackets, also with the school logo
Bottom:	Navy blue trousers, or skirt
Note:	There is no dress code for shoes, but they must be school safe and appropriate. Trousers and skirts do not necessarily have to be purchased via PMG, but they <b>must</b> be navy blue. Denim is acceptable, provided the trousers are school acceptable in terms of color, style and length and do not have any holes. Skirts should not be overly short and short shorts are not acceptable

Students in MYP5 do not have to wear the school uniform but must adhere to the school dress code, which applies to senior students and staff.

These are the main features of the dress code:

Clothes should be safe and appropriate for a school environment.

Extremes of dress are discouraged due to our multicultural environment.

Shoes should be hardwearing and suitable for the weather conditions.

Appropriate sportswear must be worn for PE lessons.

These guidelines also apply on Fridays which are designated "Dress Down" days for students and staff.

Clothes should be safe and appropriate for a school environment.

Extremes of dress are discouraged due to our multicultural environment.

Shoes should be hardwearing and suitable for the weather conditions.

## **11. Drugs, Alcohol, Tobacco**

These substances are absolutely prohibited in school.

## **12. 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 in case the parents are not available. Please remember to inform the Administration and the Homeroom teacher, if there are any changes in your contact information.

## **13. Emergency Evacuation**

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

## **14. Extension Period for PYP 4-8**

The “extension period” 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 so as to provide homework support and additional class time to offer EAL (English as an Additional Language) instruction. It has since evolved to include classes in science, crafts and structured free time learning experiences. Students can enroll in more than one extension option per week. In some cases, the homeroom teacher assigns students to specific extension options based on the individual need of the child.

## **15. 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 will be preceded by an information meeting. Parents are sometimes asked to contribute to the cost of these trips. The cost is dependent on the scale of the trip.

## 16. 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 the kommune will invite all PYP4 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. If your child needs to take medication during school hours this can be left in the school office to be taken at break or lunchtime.

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

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



## 17. Homework

At AAGE, 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 program 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 (including reading): In addition, 1-2 learning activities per week (examples can include word study, sight words and Math activity)	Maximum 30 minutes: (including reading) In addition, 2-3 learning activities per week. (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.

## **18. Hours**

### **Dalgas Campus:**

Teaching hours: 08:06 – 15:00

Supervised hours: 07:00 – 17:00

Morning Supervision: 07:00 – 07:55

Classes for PYP4-8 begin at 08:06. Students arriving early should report first to the small gym where they will be supervised. The students will then be dismissed at 07:55 so they can be in their classrooms by 08:06. All other students should plan on arriving NOT BEFORE 07:55. No students should be in the upper floors at Dalgas prior to 07:55 as early supervision is not provided on these floors.

School office: 08:00 – 16:00 Mon-Thu  
08:00 – 15:00 Fri

### **Bushøjvænget:**

Teaching hours: 08:15 – 13:30

School arrival time: 07:50 – 08:10

Supervised hours: 07:00 – 17:00

## **19. Insurance**

The school does not have insurance covering the child per se. In Denmark a child is covered through their parents' insurance; this means that we do not cover dental injury, broken glasses, etc. and this also includes field trips. Please see the Bring Your Own Device policy (see below) for information related to IT device insurance.

AAGE also has a 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.

## 20. Library

The school library is housed in a spacious location which offers students the opportunity to conduct research, check out books for required as well as independent reading, complete homework assignments or just browse through the collection. The library technician and/or volunteer parents are available to help students sign out books. Homeroom teachers coordinate library use and formal library instruction with the librarian on a weekly basis. MYP students also use the library and can in addition check out ebooks through AAGE's library website using their Student ID. Students are financially responsible for lost, stolen, or damaged books that they have personally signed out. Donations of books for the library are welcomed, especially those in the mother tongue languages (Danish, Dutch, French, German, Japanese, Spanish, Arabic and any of the Indian languages such as Hindi and Tamil). The library hosts their own web page <http://aagelibrary.weebly.com/> which keeps students and the AAGE community up to date on activities such as the Book Fair held annually in November.

## 21. 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.

## 22. Lost and Found

The lost and found area is located in the mud room opposite of the administrative offices on the ground floor of the Dalgas building. 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.

## 23. Lunch

Students should bring a full healthy lunch from home. The PYP lunch period runs from 1145 to 1245 each day. Thirty minutes are 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 4-7 eat lunch in the lunch room next to the big gym. PYP8 students eat lunch in the MYP canteen.

## 24. ManageBac

ManageBac is the management system used at AAGE for attendance, curriculum and communication. Students in the upper PYP classes, parents and teachers have their own individual login information and passwords. The teachers record all attendance via ManageBac and parents are required to log all absence via the system. All units, assessments, newsletters from teachers and grades are recorded on the system. Student reports are also generated from the system at the end of each school year. Parent expectations for the use of ManageBac are listed under “Tips for Parents” at the beginning of this handbook. Please contact Kathryn Templeman [kt@aarhusacademy.dk](mailto:kt@aarhusacademy.dk) immediately if you experience any problems with logging into ManageBac.

## 25. Morning Break

PYP students have a 30 minute break from 0945 to 1015 each day and it is recommended that they bring a healthy snack and a water bottle for this break.

## 26. Mud Room

This is a specially designed room close to the exit to the playground areas in which student coats, 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.



## 27. Parent Council (PYP4 –MYP5)

The aim of the Parent Council is to build healthy and productive relationships between parents, the school staff and the AAGE board. The Parent Council represents the concerns of parents and organizes school and extracurricular events. The Parent Council also serves as a link between parents and the board. Members are elected for a 1 year term.

**Class Parent Volunteers** 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 Council
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 (MYP) 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 Council when required

**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.

**PYP Class Parent Coordinator for 2018-19:** to be announced.

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: [pccomm@aarhusacademy.dk](mailto:pccomm@aarhusacademy.dk)



## 28. Parking at the Dalgas Campus (PYP4-MYP5)

**PARKING** (at Dalgas): Visitors and parents 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.) Parking is limited. No temporary parking permit is required for meetings and performances which take place during evening hours.

Should you be using the parking lot on a short term basis for longer periods of time, please provide your name, your child's name and your license plate number to the office for permission to park on school grounds. Email this information to the custodian, Per Bjornholdt at [peb@aarhusacademy.dk](mailto:peb@aarhusacademy.dk)

The parking lot can also be used to drop off and pick up students at the beginning and end of the school day. When doing so, remember not to stop on the "yellow solid lines" in front of the school's main entrance. This area needs to remain free of traffic at all times.

"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!



## 29. 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



## 30. Physical Education

What we expect in IB Physical Education at AAGE

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
- water bottle
- towel and shower gel

If injured or ill, students should always bring correct 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 sun screen if sunny. In the practice of good hygiene and lifelong habits, and as a courtesy to others, students as of PYP7 -PYP8 must shower after physical activity. Twenty minutes shower and change time is always provided after a cool down.

## 31. School Board

**AAGE** is run as a non-profit organisation by a school board. Board membership consists of four (4) elected parent representatives and seven (7) appointed members who represent various elements/organizations in the community. The School Board meets around six times a year and focuses its work around the growth and development of AAGE.

**Current Board Chair:** Niclas Kvernrød

## 32. Stationery/Supplies

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

- iPad (minimum 16GB) (PYP7&8 only)
- Power cord and secure carrying case for student iPad (if bringing to school)
- Pencils and sharpener
- Eraser
- Ruler/Protractor (PYP5 and above)
- Compass (PYP6 and above)
- Coloured pencils
- Scissors
- Gluestick
- Post It Pad
- Ringbinder (two holes) (for PYP4 only)

All other stationery is provided by the school.



## 33. Student Support Services

### a. English as an Additional Language (EAL)

At AAGE, we recognize that the development of the English language is fundamental for our students to become successful learners. In alignment with the IB framework, AAGE 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 AAGE is currently provided by trained teachers in the Extension Period, from 14:15-15:00. 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.

### b. Inclusion/Learning Support/Special Needs

In the case that concerns arise in regards 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 AAGE's current Inclusion Policy for more specific information and details regarding this process.

### c. School Counselor

AAGE currently employs a part-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.

### d. PPR

PPR is the organization run by the Danish authorities. PPR provides support for students who need extra help with academic or social and emotional issues. They assess students and provide documentation to the government for additional funding and services. Students are referred for support from PPR as necessary and parents are kept fully informed and meetings organized

### 34. Technology

The PYP4-8 at AAGE 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. This should preferably be a tablet. I pads are acceptable as long as they have enough memory (minimum 32GB) and other tablets are also quite acceptable. 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 at all times. There is a set of class PC laptops available, which are used for special projects and assessments.

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.

Each student in PYP7and 8 will be issued with an Office 365 email address. They can then download the school Office package of Word, Powerpoint and Excel onto their devices. Students are expected to check their school email regularly and **only** use this email for school-related activities.

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 reminded of the policy. Messages can be delivered via the school office in emergencies or for urgent messages.

All student users of the AAGE internet will be required to comply with the terms and conditions expressed in a Bring Your Own Device policy document. 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. **(Please see separate BYOD policy).**



## **35. Transportation between Campuses**

Transportation between Dalgas (PYP4-MYP5) and Bushøjvænget (PYP1-3) Campuses

Public bus (yellow) No.16 goes almost door to door between the two campuses. The ride takes about 20 minutes. If paying by cash, have small change with you. The cost, one way is DKK 20 per adult. Two (2) children can travel free with an adult. The ticket is valid for travel for two (2) hours. Monthly bus passes or multi trip tickets are also available from <https://www.midttrafik.dk/english/>

## **36. 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 and PYP Attitudes will be asked to leave the campus immediately.