



AARHUS
INTERNATIONAL
SCHOOL

Continuity of Learning Transition Plan

COVID-19 Pandemic

Primary Years Programme 4-8

Reopening 8 February 2021

Considerations for Re-Opening and Transition Back to School Primary Years Programme PYP4-8

Implementing Health & Safety Guidelines from the Danish Health Ministry (Sundhedsstyrelsen) & Education Ministry (Børne- og Undervisnings-Ministeriet)

Presented below are a few key points from the focus areas and strategy from the Health Ministry, which should be taken into consideration when planning for and implementing the return to school for PYP4-8 (0.-4. Klasse) (translated via Google Translate, with relevant adjustments made).

Hovedprioriteterne i forebyggelse af smittespredning er:

- Isolation af smittede personer, med fokus på selvisolation og test ved symptomer, samt på opsporing af nære kontakter til smittede.
- Hygiejne med fokus på hostetikette, håndhygiejne samt reduktion og rengøring af kontaktpunkter
- Reduktion af tæt kontakt mellem mennesker, særligt ansigt-til-ansigt kontakt, med fokus på afstand, antal, hyppighed, varighed, luftskifte og brug af barrierer.

Sundhedsstyrelsens fem generelle råd er:

- Bliv hjemme hvis du er syg
- Vask dine hænder tit eller brug håndsprit
- Host eller nys i dit ærme - ikke i dine hænder
- Undgå håndtryk, kindkys eller kram - begræns den fysiske kontakt
- Vær opmærksom på rengøring - både hjemme og på arbejdspladsen
- Hold afstand - bed andre tage hensyn

The main priorities in the prevention of spread of infection are:

- Isolation of infected persons, focusing on self-isolation and testing for symptoms, as well as on tracing close contacts with infected people.
- Hygiene with focus on cough etiquette, hand hygiene and reduction and cleaning of contact points
- Reduction of close contact between people, especially face-to-face contact, focusing on distance, number, frequency, duration, air change and use of barriers.

The six general tips of the Health Ministry are:

- Stay home if you are sick.
- Wash your hands frequently or use hand sanitizer
- Cough or sneeze in your sleeve - not in your hands
- Avoid handshakes, cheek kisses or hugs - limit physical contact
- Pay attention to cleaning - both at home and in the workplace
- Keep your distance - ask others show respect

The above points are detailed in the information published by the Health Ministry (COVID-19: Forebyggelse af smittespredning, 2020, pg.4) and will be guiding factors in the reopening of the PYP4-8 programme.

Nødundervisning – Emergency Teaching and Learning

As we return to school and take into consideration the health and safety requirements noted above, it is clear that this will take attention and time to safely implement the required guidelines. Therefore, AIS will continue to operate on modified timetables during this period for our Primary Years Programme 4-8 classes.

Under the most recent announcement, schools will be operating under "nødundervisning" which directly translates to English as emergency teaching and learning. The school has an obligation to offer emergency teaching and students have an obligation to attend school and to participate in emergency teaching. Expectations for this must be age and grade-appropriate and it is not expected that students fall behind in their studies because of the quality of the emergency teaching. Rather, the aim is to maintain the individual progress of each student. Within the nødundervisning expectations, the school has the flexibility to make local decisions and make adjustments to best meet the needs of the students, while still facilitating the relevant guidelines.

The Danish Private School Association (Dansk Privatskole Forening) advises that education must take place for students in ways that meet the requirements of the Health Ministry and reduce the spread of infection.

At the PYP4-8 level, students will be grouped into their regular homeroom classes (PYP4a, PYP4b, PYP5, PYP6, PYP6/7, PYP7 and PYP8) and mixing with other classes will not be allowed. Homeroom teachers and homeroom teaching teams will have the main responsibility for learning experiences for students, above and beyond the health and safety requirements detailed. There will be a focus around social/emotional and wellness-based programming within the identity strand of the PSPE curriculum. Beyond this, Language (English), Mathematics, and Unit of Inquiry are subject areas that are recommended as first priority. The homeroom teacher and homeroom team are encouraged to find transdisciplinary connections to implement aspects of the PSPE curriculum (active living and interactions strands), Visual Arts curriculum and Performing Arts curriculum, if time allows. Students will remain physically in their homeroom classrooms. It is recommended that all possible options for holding lessons outside be explored, should the weather allow.

Danish will be the one specialist subject area that will be accommodated individually under the current modified timetables. From PYP5-8, there will be Danish lessons offered by a member of the Danish team or by a teacher who is Danish speaking and collaborating with the Danish teachers on the planning of lessons. As of the initial return in February of 2021, we expect to be able to provide three Danish lessons per week per grade level. Due to the fact that classes cannot physically mix, Danish A, Danish B and Danish C students will primarily be together for Danish, although accommodations will be made and we will do as much as possible to meet the Danish A students with more targeted programming; this includes the possible use of hybrid instruction for the older PYP Danish A students. AIS is currently looking for ways to expand Danish lessons back into PYP4 in the coming time and hopes to have a solution ready for the start of Week 8 (22 February 2021).

Many of the routines around drop-off/pick-up, staggered breaks and lunchtimes, handwashing, and cleaning of surfaces will crave time from students and staff alike. In as many instances as possible, teachers should maintain a 2-meter distance between themselves and students, and encourage students to do the same, whenever possible. Within the classrooms, a 2-meter distance between students is not expected. Class groups should not mix and if they are travelling in shared spaces in the school, there should be adequate distancing between the classes.

Expectations for academic lessons are relaxed, although teachers are asked to continue incorporating as many as possible relevant learning experiences and to address as much of the regular curriculum as possible.

School Attendance & Distance Learning

All school-aged students (PYP4 and above) students who are healthy are expected to attend school and are legally required to receive education (mødepligt til undervisningen). The requirements, however, for keeping children at home when they are displaying potential symptoms of the COVID-19 virus (dry cough, fever, generally uneasy or unwell, headaches) have been tightened and students are required to remain home for 48 hours until after symptoms have subsided. All students and staff who

are unwell are expected to remain home. In the case that a student has been tested and has a negative test for the coronavirus, the student may return to school when they are symptom free and can participate in activities and play as if they are well.

Any student who is reported sick and is not attending school due to mild symptoms of the illness may have the right to "fjernundervisning" or distance learning. Students facing extraordinary circumstances may also qualify for this, at the decision of the Head of School.

The requirements for this in PYP are:

- The homeroom teacher shares information around the activities/learning experiences that are planned and occurring in the classroom during the duration of a school week. This could be in the format of a weekly overview, a choice board around planned activities, or through ongoing communication with the student and/or family. Any relevant supporting materials for learning activities that can be provided, should.
- This should be shared to the student's parents directly via email.

Any student who is reported as seriously ill and therefore unable to attend school should be treated as AIS normally treats sick students, taking each case on an individual basis. Students who are ill are not required to receive distance learning materials and should focus fully on physical recovery.

In the case of uncertainty around an individual child's situation or symptoms, it is advised to contact the school and/or family doctor to seek guidance and advice.

The Continued Importance of Well-Being

Students will primarily need re-assurance from calm and supportive teachers and adults. It is our responsibility to model this for students and to first and foremost focus on the well-being of each individual child. Homeroom lessons focusing on coping with stressful situations may be necessary as students transition back to school.

WHO Guidelines for Age-Specific Support and Education around COVID-19

Primary School

- Make sure to listen to children's concerns and answer their questions in an age-appropriate manner; don't overwhelm them with too much information. Encourage them to express and communicate their feelings.
- Discuss the different reactions they may experience and explain that these are normal reactions to an abnormal situation.
- Emphasize that children can do a lot to keep themselves and others safe.
- Introduce/encourage the concept of social distancing (standing further away from friends, avoiding large crowds, not touching people if you don't need to, etc.)
- Focus on good health behaviors, such as covering coughs and sneezes with the elbow and washing hands
- Help children understand the basic concepts of disease prevention and control. Use exercises that demonstrate how germs can spread. For example, by putting colored water in a spray bottle and spraying over a piece of white paper. Observe how far the droplets travel.
- Demonstrate why it is important to wash hands for 20 seconds with soap and water
- Put a small amount of glitter in students' hands and have them wash them with just water, notice how much glitter remains, then have them wash for 20 seconds with soap and water
- Have students analyze texts to identify high risk behaviors and suggest modifying behaviors. For example, a teacher comes to school with a cold. He sneezes and covers it with his hand. He shakes hands with a colleague. He wipes his hands after with a handkerchief then goes to class to teach. What did the teacher do that was risky? What should he have done instead?

A Trauma-Informed Approach to Teaching Through Coronavirus

A trauma-informed approach to teaching is important when students or communities are dealing with extraordinary stress or toxic stress. Knowing the signs of stress is particularly important in this time, and students can be expected to exhibit both physiological and psychological stress-related signs. In times of stress, trauma-informed practices can be applied to support safety in the classroom. This can include:

- Focusing on and re-establishing consistency, structures and supporting the adjustment to new routines.
- Providing extra focus on social-emotional activities, training and opportunities for healthy coping strategies.
- Using restorative practices, focusing on relationships, and avoiding punitive responses

Teaching Tolerance and the National Child Traumatic Stress Network (USA) have shared recommendations for educators who are supporting students through the COVID-19 crisis. Promoting a sense of safety, connectedness and hope are essential components to helping students adjust in the midst of crisis situations. The following interventions are suggested for online learning/virtual learning experiences, but can be modified to support students in their transition back to school:

Some possible social emotional and wellness practices can include the following:

- Promote self-awareness by having students review a feelings chart and share how they are feeling. To help them communicate their feelings, encourage the use of a scale, such as, “On a scale of 1-10, how bored are you feeling?” or “Are you feeling a little lonely, somewhat lonely, or very lonely?”
- Recommend quick mindfulness or self-soothing exercises such as smelling a flower or completing four-corner breathing prior to completing the lesson. Four-corner breathing simply involves inhaling deeply and exhaling deeply four times. Students can complete this breathing exercise by standing up and taking one inhale and exhale breath while facing each of the four corners in a room.
- Model and normalize a range of emotions by giving students opportunities to express themselves in nonverbal ways. This may include drawing a picture about how their lesson or day is going or showing the most important thing that happened to them that day. Teachers can complete this exercise first and share with students to model how to share with others in a way that feels safe and helps us feel connected.
- Have students complete a virtual or long-distance appreciation or gratitude circle. Encourage students to write one thing they appreciate about classmates. Add your own, and then give each student the appreciations written about them.
- Give students the chance to share what they’ve learned or a chance to teach their classmates. This can include having students find and teach brief self-soothing or mindfulness exercises that promote self-regulation. (Teaching Tolerance Organisation, March 2020)

Retningslinjer for grundskoler Guidelines for Primary Schools

Børne og Undervisnings Ministeriet – 4 February 2021

Tidspunkt for retningslinjernes, anbefalingernes og restriktioners ikrafttræden og udløb Time of the guidelines, recommendations and restrictions entry into force and expiry;	Retningslinjer, restriktioner og anbefalinger er gældende fra og med den 8. februar 2021 til og med den 28. februar 2021. Guidelines, restrictions and recommendations shall apply as of 8 February 2021 through and including 28 February 2021.
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<p>Skoler omfattet af retningslinjerne, anbefalingerne og restriktionerne</p> <p>Schools covered by guidelines, recommendations and restrictions</p>	<p>Alle folkeskoler, fri- og privatskoler, SFO, fritidshjem, klubtilbud og ungdomsskoler.</p> <p>All primary schools, free and private schools, SFO, leisure homes, clubs and secondary schools.</p>
<p>Fremmøde</p> <p>Attendance</p>	<p>Regler:</p> <p>Elever i børnehaveklassen samt elever på 1.-4. klassetrin skal modtages på skolen og i SFO, fritidshjem og klubtilbud.</p> <p>Elever på 5.-10. klassetrin må ikke modtages på skolen eller i SFO, fritidshjem eller klubtilbud og skal derfor modtage nødundervisning uden fysisk tilstedeværelse. Følgende elever er dog undtaget og skal derfor fortsat modtages på skolen og i videst mulige udstrækning modtage almindelig undervisning:</p> <p>1) Elever, hvis dette er begrundet i særlige sociale, pædagogiske eller behandlingsmæssige behov hos eleven, herunder begrundet i forholdene i hjemmet.</p> <p>2) Elever i specialskoler og specialklasser efter folkeskoleloven, ungdomsskolens heltidsundervisning efter ungdomsskoleloven og andre lignende tilbud.</p> <p>Hvis det ikke er muligt inden for de gældende sundhedsfaglige anbefalinger og restriktioner at give elever, der er undtaget fra hjemsendelse, almindelig undervisning, overgås til nødundervisning.</p> <p>Rules:</p> <p>Students in kindergarten (0 klasse) and students in the 1st to 4th grades must be received at the school and in SFO, leisure homes and club offerings. Pupils in 5th to 10th grades must not be physically received at school or in SFO, leisure home or club offers and must therefore receive emergency teaching and learning without physical presence. However, the following pupils are exempt and must therefore continue to be school and receive general education as much as possible:</p> <p>(1) Pupils, if justified by specific social, pedagogical or treatment needs of the pupil, including on the grounds of the circumstances at home.</p> <p>2) Pupils in special schools and special classes under folkeskoleloven, full-time education under the Youth School Act and other similar offer.</p> <p>If it is not possible, within the applicable health and safety recommendations and restrictions, to allow pupils who are exempt from being sent home, regular education shall be transferred to emergency education.</p>
<p>Generelle sundhedsfaglige anbefalinger</p>	<p>I det omfang skolen og institutionen er åben for elever opfordres de til at have skærpet opmærksomhed på grundelementer i forebyggelse af smittespredning, der i prioriteret rækkefølge er følgende:</p> <p>1. Isolation af smittede personer, med fokus på selvisolation og test ved symptomer, samt på opsporing af nære kontakter til smittede.</p> <p>2. Hygiejne med fokus på hostetikette, håndhygiejne samt reduktion og rengøring af kontaktpunkter.</p> <p>3. Reduktion af tæt kontakt mellem mennesker, særligt ansigt-til-ansigt kontakt, med fokus på afstand, antal, hyppighed, varighed, luftskifte og brug af barrierer.</p>

<p>General Health Recommendations</p>	<p>Det anbefales, at skolen – i det omfang den er åben for elever – har særligt personale til at italesætte og medvirke til at opretholde smitteforbyggende foranstaltninger, som fx at sikre, at der ikke opstår mylder, og at der holdes afstand når elever, forældre og medarbejdere møder ind om morgenen, og at anbefalinger om hygiejne følges. Det er den enkelte skole, der vurderer behovet for særligt opsynspersonale, og som træffer beslutning om at tilrettelægge sådant opsyn.</p> <p>Der henvises desuden til: Sundhedsstyrelsens COVID-19: Forebyggelse af smittespredning Sundhedsstyrelsens 'Forebyggelsespakke om hygiejne', 2018</p> <p>To the extent that the school and institution are open to pupils, they are encouraged to have extra attention on the basic elements of preventing the spread of infection, in order of priority are the following:</p> <ol style="list-style-type: none"> 1. Isolation of infected persons, with a focus on self-isolation and testing for those with symptoms, as well as on tracing close contacts of infected people. 2. Hygiene with a focus on cough etiquette, hand hygiene and reduction and cleaning of contact points. 3. Reducing close contact between people, especially face-to-face contact, focusing on distance, number, frequency, duration, air change and the use of barriers. <p>It is recommended that the school, to the extent open to pupils, have staff to address and help to maintain infection-prevention measures, such as ensuring that there are no ants and that distance when pupils, parents and staff enter in the morning, and that recommendations on hygiene are followed. It is the individual school that assesses the need for special care staff and decides to organize such supervision.</p> <p>Reference is also made to: CoVID-19 of the Danish Health and Medicines Authority: Prevention of the spread of infection Danish Health and Medicines Authority's 'Prevention Package on Hygiene', 2018</p>
<p>Håndtering af smittetilfælde</p> <p>Handling of Cases of Infection</p>	<p>Anbefaling Skolen bør følge Sundhedsstyrelsens anbefalinger om hjemsendelse, smitteopsporing og testning ved mistanke og/eller konstateret smitte i forhold til elever, der møder fysisk frem på skolen.</p> <p>Der henvises til: Sundhedsstyrelsens publikation 'Forholdsregler ved tilfælde af COVID-19 i dagtilbud, skoler, ungdoms- og voksenuddannelser'.</p> <p>Sundhedsstyrelsens publikation 'COVID-19: Opsporing og håndtering af nære kontakter'</p> <p>Recommendation The school should follow the Danish Health and Medicines Authority's recommendations on isolation, infection tracing and testing in case of suspected and/or detected infection in relation to pupils who are in physical attendance at the school.</p> <p>Reference is made to: Publication of the Danish Health and Medicines Authority 'Precautions in the event of COVID-19 in day care, schools, youth and adult education'.</p> <p>Danish Health and Medicines Authority's publication 'COVID-19: Tracing and handling close contacts'</p>

	<p>Recommendations for cleaning: The necessary resources should be allocated locally to comply with the following cleaning guidelines.</p> <p>The school identifies and marks any common contact points, e.g. door handles and push buttons. Frequent and repeated cleaning is ensured at least once a day for contact surfaces on the premises and situations with many visitors and/or many touches. Contact points, for example, may be handles, handrails, switches, push buttons, keyboards, mice, table edges, equipment, tools, taps, toilets, etc. Trash bins in classrooms and toilets are to be completely emptied and always emptied before they are completely full.</p> <p>Recommendations for ventilation Routines should be established for frequent ventilation of classrooms, e.g. 5 minutes between each lesson etc.</p> <p>In addition, consideration may be given to whether parts of the teaching can be organised, so it takes place outside.</p>
<p>Regler og anbefalinger for organiseringen af undervisning og andre aktiviteter</p>	<p>Regler:</p> <p>I det omfang skolen er åben for elever, må der ikke gennemføres undervisning, hvor elever blandes på tværs af klasser (stamklasser), klassetrin m.v. Reglen gælder dog ikke for elever i bl.a. specialklasser og specialskoler.</p> <p>Anbefalinger: Generelt:</p> <p>Det anbefales, at der i undervisningen er fokus på dialog med udskolingsklasser om at være ung under covid-19, herunder om hvordan man kan skabe fællesskaber samtidig med, at anbefalinger og restriktioner overholdes.</p> <p>I det omfang skolen er åben for elever, anbefales følgende:</p> <p>Aflevering og afhentning af elever bør i det omfang, det er muligt, foregå udenfor, så forældrene ikke kommer indenfor på skolen</p> <p>Undervisning og øvrige aktiviteter for bl.a. elever i specialklasser og specialskoler bør så vidt muligt foregå i faste hold.</p> <p>Spisning foregår klassevist og ikke i fællesarealer.</p> <p>Der er skærpet opmærksomhed på ikke at møde op med symptomer på sygdom samt på håndhygiejne, rengøring, afstand mv.</p> <p>Kontakt på tværs af stamklasser bør minimeres. Pauser, frikvarterer, ankomst og skoledagsafslutning bør derfor så vidt muligt ske klassevist og forskudt. Så længe skolen sørger for, at elevernes aktiviteter i videst muligt omfang foregår inden for stamklassen, kan flere klasser godt holde frikvarter og opholde sig samtidigt på fx udendørsarealer.</p> <p>Ved sport og idrætsaktiviteter med fysisk kontakt er der øget opmærksomhed på hygiejne og forebyggelse af kontaktsmitte.</p> <p>Skolen planlægger i videst muligt omfang, så de enkelte elever ikke undervises af flere forskellige lærere eller pædagoger, end det er nødvendigt. Lærerne og pædagogerne har ekstra opmærksomhed på god håndhygiejne, når de skifter klasse.</p> <p>Møder mellem lærere, pædagogisk personale, ledere og øvrigt personale bør afholdes virtuelt.</p>

<p>Rules and recommendations for the organisation of teaching and other activities</p>	<p>Der tages særligt hensyn til personale, der kan være i øget risiko for alvorligt forløb med COVID-19, i tilrettelæggelse af den enkeltes arbejde og fx indretning af arbejdspladsen.</p> <p>Aktiviteterne i SFO og fritidstilbud organiseres på en sådan måde, at børnene så vidt muligt er i faste grupper af børn og pædagogisk personale.</p> <p>Det bør så vidt muligt undgås, at de faste grupper blandes på tværs, og at der holdes 2 meters afstand til børnene i andre grupper. Det vil ikke i alle tilfælde være muligt, at grupperingen i SFO'en mv. kan være den samme som i skolen (klassen), og børn og pædagogisk personale kan desuden undtagelsesvist samles på tværs af stuer eller grupper i det omfang, det er nødvendigt, fx i forbindelse med pasning i ydertimerne. Endvidere kan det overvejes, om dele af aktiviteterne kan organiseres, så de foregår udenfor.</p> <p>Sociale arrangementer med et primært socialt formål såsom klassefester og fælles morgenmad bør aflyses. Arrangementer, der primært har et fagligt formål, bør afholdes i almindelig dagstid og uden kontakter på tværs af klasser. Kolonier, lejrskoler og studieture over flere dage bør derfor også aflyses.</p> <p>I det omfang skolen er åben for elever, anbefales følgende om afstand:</p> <p>Elever bør så vidt muligt følge den generelle anbefaling om 2 meters afstand til elever fra andre stamklasser. Inden for stamklassen/gruppen i skole, SFO m.v. kan den generelle anbefaling om 2 meters afstand fraviges.</p> <p>Lærere og pædagogisk personale bør, så vidt som de pædagogiske og læringsmæssige hensyn tillader det, holde mindst 2 meters afstand til elever. Den generelle anbefaling om at holde 2 meters afstand gælder derfor eksempelvis ikke ved behov for omsorg (fx børn der skal trøstes eller hjælpes), eller når dette er en forudsætning for, at undervisningen kan gennemføres (fx ved hjælp til løsning af opgaver).</p> <p>Personale bør holde 2 meters afstand til hinanden, herunder fx på gangarealer, lærerværelser, i mødelokaler m.v. Trængsel ind og ud af lokaler bør undgås.</p> <p>Generelt bør sang og råb i videst muligt omfang undgås.</p> <p>Rules:</p> <p>To the extent that the school is open to pupils, there must be no teaching where pupils are mixed across classes (homerooms). However, the rule does not apply to pupils in special education classes and special schools.</p> <p>Recommendations:</p> <p>Generally:</p> <p>It is recommended that there is a focus in teaching on dialogue with training classes about being young under covid-19, including on how to maintain communities while complying with recommendations and restrictions.</p> <p>To the extent that the school is open to pupils, the following are recommended:</p> <p>Dropping off and picking up pupils should, to the extent possible, take place outside so parents don't come inside the school building.</p> <p>Teaching and other activities for, among other things, pupils in special classes and special schools should, as far as possible, be set up in fixed teams.</p>
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	<p>Eating takes place in class and not in common areas.</p> <p>There is increased attention to not showing up with symptoms of illness as well as on hand hygiene, cleaning, distance, etc.</p> <p>Cross-class contact should be minimised. Breaks, playtimes, arrival and school day closure should therefore be done as widely as possible in class and staggered. As long as the school ensures that the activities of the pupils stays within the base class, several classes can take a good break and stay simultaneously in shared outdoor areas.</p> <p>In sport and sports activities with physical contact, there is increased attention to hygiene and prevention of contact infection.</p> <p>The school plans as far as possible so that individual pupils are not taught by several different teachers or more educators than is necessary. Teachers should have extra attention to good hand hygiene, when they change class.</p> <p>Meetings between teachers, pedagogical staff, managers and other staff should be held virtually.</p> <p>Special attention shall be paid to staff who may be at increased risk of serious illness with COVID-19, in the organisation of the individual's work and, for example, layout of the workplace.</p> <p>The activities of the SFO/ASA are organised in such a way that the children are, as much as possible, in permanent groups of children and pedagogical staff; As much as possible, it should be avoided that the fixed groups are mixed across and that 2 metres away from the children in other groups. It may not be possible in all circumstances that the groupings in the SFO/ASA can be the same as during school (ie. Within the homeroom class), and children and pedagogical staff can also be exceptionally assembled across homerooms or groups to the extent that it is necessary, e.g. in the case of care during the outer hours. In addition, it may be considered whether parts of the activities can be organised to take place outside.</p> <p>Social events with a primary social purpose such as class parties and shared breakfast should be cancelled. Events that primarily have a professional or academic purpose should be held in ordinary school hours and without contacts across the groupings. Colonies, camp schools and multi-day study trips should therefore also be cancelled.</p> <p>To the extent that the school is open to pupils, the following is recommended on distance:</p> <p>Pupils should, as far as possible, follow the general recommendation of 2 meters distance to pupils from other classes. Within the homeroom class/group in school, SFO, etc., the general recommendation of 2 metres away may be derogated from.</p> <p>Teachers and pedagogical staff should, in so far as the pedagogical and learning considerations allow, keep at least 2 meters distance from pupils. Therefore, the general recommendation to keep 2 metres away does not apply to for example, in the case of a need for care (e.g. children to be comforted or children who need help) or when this is a prerequisite for the teaching to be completed (e.g. by means of solving tasks).</p> <p>Staff should keep 2 metres apart, including, for example, walking areas, teacher rooms, meeting rooms, etc. Congestion in and out of premises should be avoided.</p> <p>In general, singing and shouting should be avoided as much as is possible.</p>
Test af personale	Tilbud om test til lærere og pædagogisk personale er en vigtig del af genåbning af elever i børnehaveklassen til og med 4. klasse. Der vil hurtigst muligt blive udarbejdet

<p>Testing of Personnel</p>	<p>en model for anvendelse af hurtigtest i forbindelse med genåbning af skolerne.</p> <p>The provision of tests to teachers and pedagogical staff is an important part of the recovery of pupils in kindergarten up to and including 4th grade. There will be as soon as possible a model for the use of rapid testing in the context of the reopening schools.</p>
<p>Mundbind og visir</p> <p>Face masks and visors</p>	<p>Regler: Forældre og andre besøgende skal anvende mundbind eller visir indenfor på skolen, SFO, klubtilbud m.v., herunder fx i forbindelse med aflevering og afhentning.</p> <p>Lærere, pædagoger og øvrigt personale har ret til at anvende visir i grundskolen, SFO, fritidsordning m.m., hvis de pågældende ønsker det. På grundskoleområdet gælder således, at kommuner og skoler ikke kan forbyde lærere, pædagoger og øvrigt personale at anvende visir, hvis de pågældende ønsker det. Lærere, pædagoger og øvrigt personale har ikke ret til at bære mundbind af hensyn til behovet for at kunne sikre, at elever skal kunne se og forstå personalets mimik.</p> <p>Rules: Parents and other visitors must use face masks or visors within at the school, SFO, club offers, etc., including, for example, in connection with and pick-up.</p> <p>Teachers, educators and other staff have the right to use a visor in primary school, SFO/ASA, if they so wish. On the basic school area is such that municipalities and schools cannot prohibit teachers, educators and other staff from using a visor if they so wish. Teachers, educators and other staff are not entitled to wear face masks for the sake of ensuring that students can see and understand the facial expressions of staff.</p>
<p>Regulering af undervisning, herunder nødundervisning, og overgangen til almindelig undervisning</p> <p>Regulation of education, including emergency education, and the transition to general education</p>	<p>Regler:</p> <p>Skoler, der nødunderviser, skal følge reglerne om nødundervisning, jf. dagtilbud- og nødundervisningsbekendtgørelsen. Børne- og undervisningsministeren fritager alle skoler (alle klassetrin) fra at indberette til Styrelsen for Undervisning og Kvalitet, når de følger nødundervisningsreglerne frem til og med den 28. februar 2021. Hvis skolen igen kan give almindelig undervisning samtidig med, at skolen uden behov for særlige tiltag kan følge relevante sundhedsfaglige anbefalinger og retningslinjer som følge af covid-19, ophører pligten til at give nødundervisning.</p> <p>For at sikre en smidig og fleksibel overgang i forbindelse med genåbningen for 0.-4. klasse kan en skole stadig helt eller delvist følge reglerne om nødundervisning, selvom eleverne er tilbage på skolen. Det forventes, at Folketinget vil behandle et ændringsforslag, der etablerer hjemmel til, at skoler, som ikke er omfattet af nødundervisning, i visse tilfælde ud fra hensynet til varetagelse af uddannelsens, fagets eller tilbuddets formål kan omlægge den almindelige undervisning foreløbigt fra marts frem til sommerferien 2021. Retningslinjerne vil blive opdateret i forbindelse med lovens vedtagelse. Alt i alt forventes reglerne således at blive indrettet sådan, at skolerne har mere fleksible rammer end normalt frem til sommerferien.</p> <p>Anbefalinger: På EMU- Danmarks læringsportal findes der gode råd til undervisningen.</p> <p>Rules: Schools, for which emergency education is in place, shall comply with the rules on emergency education, as referred to in the Day Care and Emergency Education Order. The Minister for Children and Education exempts all schools (all grades) from reporting to the Board of Education and Quality when they follow the emergency education rules up to and including February 28, 2021. If the school can again provide general education, while still following the relevant health and safety recommendation and guidelines for covid-19 without the need for specific accommodations, the obligation to provide emergency teaching is no longer in effect.</p>

	<p>In order to ensure a smooth and flexible transition in the context of reopening, for 0.-4th grade, a school can still follow the rules on emergency education in whole or in part, even if the students are back at the school. It is expected that the Folketinget will consider an amendment setting up the legal basis for schools that are not covered by emergency teaching, in some cases, in the interests of the purpose of the teaching, subject or offer may resume the general educational standards for the time from March until the summer holidays 2021. The guidelines will be updated in connection with the adoption of the law. All in all, the rules are expected to be created in such a way as to ensure that schools have more flexibility than normal until the summer holidays.</p> <p>Recommendations: On EMU- Denmark's learning portal has good advice for teaching.</p>
<p>Elevers deltagelse i undervisning, herunder nødundervisning</p> <p>Student attendance in teaching and learning, including emergency education</p>	<p>Regler:</p> <p>For alle skoler gælder følgende: Alle elever skal deltage i undervisningen, herunder nødundervisning. Det gælder, uanset om undervisningen/nødundervisningen foregår med eller uden fysisk tilstedeværelse på skolen.</p> <p>For elever, der fortsat skal møde frem til fysisk undervisning, gælder det, at en sådan elev, såfremt det konkret og individuelt er vurderet, at den pågældende alligevel ikke skal møde frem til fysisk undervisning, men skal blive hjemme, skal modtage nødundervisning. Det gælder fx elever, der er hjemsendt med symptomer på covid-19, afventer testsvar, er vurderet som nær kontakt eller andre elever, hvor særlige forhold gør sig gældende.</p> <p>Særligt om fravær: Med hensyn til registrering af fravær fra nødundervisning gælder, at grundskoler selv skal tilrettelægge denne. Skolen skal herved tage hensyn til behovet for, at eleverne under den ekstraordinære situation opfylder deres pligt til at deltage aktivt i nødundervisningen, navnlig elever, der i denne situation er særligt udsatte.</p> <p>Særligt om fravær på folkeskoleområdet: Herudover gælder for folkeskoler, at skolen skal registrere elevers fravær fra den almindelige undervisning, fx for elever der er undtaget fra nedlukningen. Fravær kan enten være ulovligt fravær eller lovligt fravær. Lovligt fravær kan være enten sygefravær eller ekstraordinær frihed efter aftale med skolelederen.</p> <p>Sygefravær omfatter almindelig sygdom, herunder psykiske lidelser såsom angst.</p> <p>Sygefravær kan også være, hvis barnet eller en i barnets husstand er i øget risiko for et alvorligt forløb med covid-19. I sådanne tilfælde er det muligt for barnet at blive hjemme og modtage nødundervisning. Skolelederen kan kræve lægeattest for sygefravær.</p> <p>Forældre har mulighed for at anmode skolelederen om ekstraordinær frihed. Hvis dette bevilges, vil forældre selv skulle forestå undervisningen af barnet.</p> <p>Skolelederen skal underrette kommunalbestyrelsen om ulovligt fravær på 15 pct. eller derover i et kvartal, hvorefter kommunalbestyrelsen kan træffe afgørelse om, at børne- og ungeydelsen ikke udbetales i et kvartal.</p> <p>En elev vil blive registreret som ulovligt fraværende, hvis forældrene vælger at holde eleven hjemme, eller eleven vælger at blive hjemme, på trods af at skolen efter dialog med forældre/elev og elevens læge har vurderet, at eleven skal møde fysisk frem på skolen. Skolen skal i den situation ikke give eleven nødundervisning.</p> <p>Rules: For all schools: All pupils must attend classes, including emergency education. This applies regardless</p>

	<p>of whether the teaching/emergency education takes place with or without a physical presence at the school.</p> <p>In the case of pupils who continue to attend physical education, such a pupil must receive emergency teaching, if it is assessed in a concrete and individual manner that he or she is not required to attend physical education but must remain at home. This includes, for example, pupils who have been repatriated or sent home with symptoms of covid-19, are awaiting test responses, are assessed as close contacts, or other pupils where special circumstances apply.</p> <p>Particularly on absence: As regards the registration of absences from emergency education, primary schools must organise this themselves. In doing so, the school must take into account the need for pupils to fulfil their duty to participate actively in emergency education in the exceptional situation, in particular pupils who are particularly at risk in this situation.</p> <p>In particular, on absenteeism in the field of primary education: In addition, for primary schools, the school must record pupils' absences from general education, e.g. for pupils who are exempt from the shutdown. Absence can be either illegal absence or legal absence. Legally absence may be either sick leave or exceptional freedom by agreement with the headteacher.</p> <p>Sickness absence includes general illness, including mental disorders such as anxiety.</p> <p>Sickness absence may also be if the child or someone in the child's household is risk of a serious course of covid-19. In such cases, it is possible to for the child to stay at home and receive emergency teaching. The headteacher can require a medical certificate for sick leave.</p> <p>Parents have the opportunity to ask the headteacher for an exceptional Freedom. If this is granted, parents will have to conduct the education of the child.</p> <p>The headteacher must inform the local council of illegal absences on the 15% or more in a quarter, after which the municipal council can take the decision that the child and adolescent benefit is not paid for a quarter.</p> <p>A student will be registered as illegally absent if the parents choose to keep the student at home, or the student chooses to stay at home, at despite the fact that, after dialogue with the parent/pupil and the pupil's doctor, the school has assessed that the pupil should appear physically at the school. In this situation, the school will not provide the pupil with emergency teaching.</p>
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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.

Aarhus International School (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.

N.B. All translations of guidelines in this document have been done locally at Aarhus International School and are subject to interpretation.

Resources:

COVID-19: Forebyggelse af smittespredning. Dansk Sundhedsstyrelsen. København, May 2020.

Key messages and actions for COVID-19 prevention and control in schools. World Health Organisation. UNICEF New York, March 2020.

Oversættelse til dagtilbud og skoler af generelle anbefalinger om forebyggelse af smittespredning. Sundhedsstyrelsen. København, 14 May 2020.

Retningslinjer for grundskoler. Børne- og Undervisnings-Ministeriet. København, 4 February 2021

<https://privateskoler.dk/nyheder>

<https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus>