

2021-2022

Family Handbook



Parents are kindly reminded of their agreement to adhere to the entire contents of this Family Handbook, and in each of its future editions, as per the signed terms and conditions on the student Application Form at the time of enrolment. Parents or students with a question or concern with any aspect of this handbook are encouraged to follow protocol as described in the policy below titled 'Parent Input'. We welcome such feedback.

The EIS motto and mission statement are:

Engage, Learn, Reflect

Engage: EIS provides a safe educational environment where all students, staff and parents engage in a caring and diverse culture of learning.

Learn: EIS turns engagement into reflective academic excellence focusing on the needs of the individual learner to prepare for any level of further education.

Reflect: EIS learners acquire new knowledge and skills through ongoing reflection and engagement.

EIS aims to create life-long learners who have the tools needed for a successful future as respectful and responsible citizens in local and global societies.

Engage, Learn, Reflect
Esbjerg International School

Contents

Handbook Rationale.....	4
Contact Information.....	6
Organisational Chart.....	8
Health & Safety Policies.....	9
Safeguarding and Child Protection	9
Safety.....	9
Insurance.....	9
Wheeled Items	9
Parking/Arrival at school	10
Emergency Evacuations	10
COVID-19.....	11
Lice	11
Volunteers.....	12
Bullying	12
Healthy Food & Birthdays	13
Birthdays & Private Events.....	14
Wet Weather.....	15
Student Policies.....	15
Arrival At School.....	15
Absent & Late Students.....	15
Leaving Campus	16
Student Clothing, Attire, Presentation & Appearance.....	16
Student Speech.....	17
Digital Responsible Use Guide – Secondary Students	17
Field Trips.....	18
Behavioural Expectations	18
Discipline.....	19
Textbooks.....	25
Inclusion Policy	25
Assessment Policy.....	25
Language	28
Joined Writing.....	30

Spelling	30
Acceptance of Student Work	30
Academic Honesty Policy	31
Homework	31
Report Cards	31
Awards	31
Further Education	31
Early Years Policies	33
Aims	34
Opening Hours	34
Children new to EIS and its Early Years	34
Daily pick-up and drop-off	35
Illness	35
Toileting	36
Clothing	36
Toys	36
Food	36
Special Occasions	37
Progress Reports	37
Student-Parent-Teacher Conferences	37
Student Speech	37
Field Trips	38
Parent Policies	39
Parent Input	39
Fee Schedule & Registration Policy	40
Year Level Advancement/Retention	42
Board of Trustees Role Description	43
Other School Policies	42

Handbook Rationale

The Family Handbook has evolved since the inception of EIS in 2008 and is revised on an annual basis with input received from all interested individual stakeholders at Esbjerg International School. Feedback on any policies are welcomed by the school leadership.

School & Emergency Contact Information

Esbjerg International School
Guldager Skolevej 4
6710 Esbjerg V
Denmark

7610 5399

Emergency
Police
Fire
Doctor on call
Hospital Emergency
Dentist on call
Psychiatric Emergency

112
7611 1448 or 114 or 112
112
7011 0707
7918 2000
6541 4551
9944 6700

Contact Information

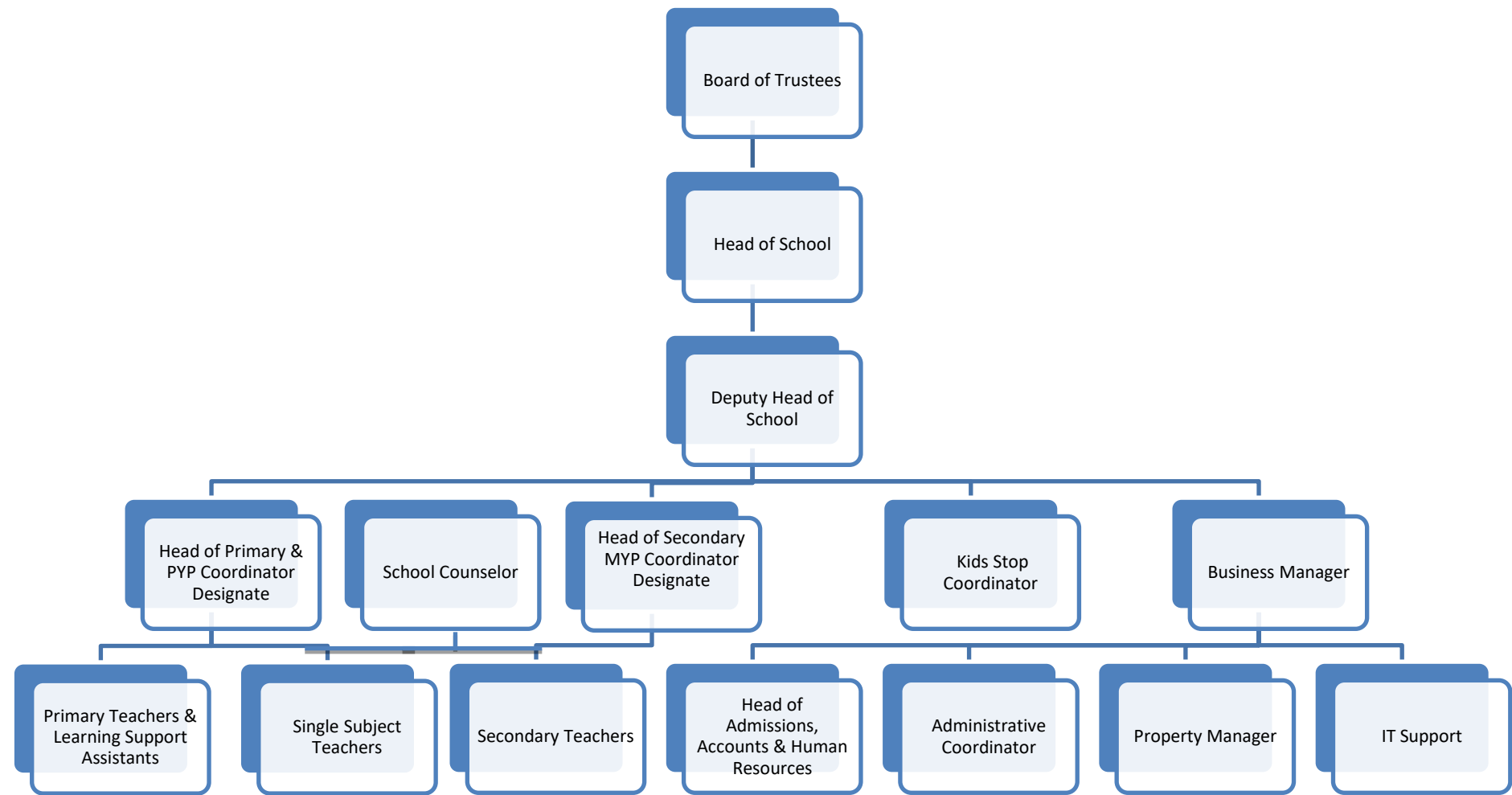
Leadership & Administration			
Jason Lusby	Head of School	j.lusby@eis.school	Canada
Linda Grimstrup	Deputy Head of School	l.grimstrup@eis.school	Denmark
Grant Davis	Head of Primary, PYP Coordinator	g.davis@eis.school	Australia
Nicola Zulu	Head of Secondary, MYP Coordinator	n.zulu@eis.school	UK
Lisanne van Noord	School Councillor	l.noord@eis.school	Netherlands
Jesper Hammer	Business Manager	j.hammer@eis.school	Denmark
Claire Hutchinson	Head of Admissions & HR	c.hutchinson@eis.school	UK
Jicheng Han	Administrative Coordinator	j.han@eis.school	China
Anders Højrup	Property Manager	a.hoejrup@eis.school	Denmark
Jan Jensen	Property Manager Assistant	jan.jensen@eis.school	Denmark
Mads Højrup	IT Technician	m.hoejrup@eis.school	Denmark
Anton Andersen	Data Assistant	a.adersen@eis.school	Denmark
Jonas Soerensen	IT Technician Assistant	j.soerensen@eis.school	Denmark
Early Years			
Lene Vatne	Early Years 2 Teacher	l.vatne@eis.school	Norway
Nicklas Malle	Early Years 1 Teacher	n.malle@eis.school	Denmark
Leni Simonsen	Learning Support Assistant	l.simonsen@eis.school	Denmark
Tahani Mohammed Al-Wawi	Learning Support Assistant	t.al-wawi@eis.school	Jordan
Rosibel Garcia	Learning Support Assistant	rosibel.gracia@eis.school	Mexico
Vildana Zajko	Learning Support Assistant	v.zajko@eis.school	Bosnia
Tina Frost Moeslund	Learning Support Assistant	t.moeslund@eis.school	Denmark
Ilze Gidinceanu(maternity leave)	Early Year 0/1 Teacher	i.gidinceanu@eis.school	Latvia
Nina Holm	Early Years Daily Leader	n.holm@eis.school	Denmark
Kids Stop			
Jaqueline Dyrvig	Activity Leader	j.dyrvig@eis.school	Brazil & Denmark
Jane Kold Jensen	Activity Leader	j.jensen@eis.school	Denmark
Michael Zulu	Activity Leader	m.zulu@eis.school	Zambia
Elena Violeta Andrei	Activity Leader	Elena.Andrei@eis.school	Romania
Nina Holm	Program Leader	n.holm@eis.school	Denmark
Jicheng Han	Activity Leader	j.han@eis.school	China
Mette Jung Nielsen	Activity Leader	m.nielsen@eis.school	Denmark
Jicheng Han	Activity Leader	j.han@eis.school	China

Tahani Mohammed Al-Wawi	Activity Leader	t.al-wawi@eis.school	Jordan
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PYP Teachers			
Courtney Lockett	PYP 1 Homeroom Teacher	c.lockett@eis.school	USA
Natasha Badi-Sadr	PYP1 Learning Support Assistant	natsha.badi-sadr@eis.school	Canada
Kristin Reisman	PYP 1 Homeroom Teacher	k.reisman@eis.school	UK & Canada
Jaqueline Dyrvig	PYP1 Learning Support Assistant	j.dyrvig@eis.school	Brazil & Denmark
Haley Wilkins	PYP 2 Homeroom Teacher	h.wilkins@eis.school	Wales
Jane Kold Jensen	PYP 2 Learning Support Assistant	j.jensen@eis.school	Denmark
Paul Reisman	PYP 3 Homeroom Teacher	p.reisman@eis.school	UK
Raluca Ward	PYP 3 Learning Support Assistant	r.ward@eis.school	Romania
Jonathan Simon	PYP 4 Homeroom Teacher	j.simon@eis.school	USA
Kirsten Franks	PYP 4 Homeroom Teacher	k.franks@eis.school	Canada
Emily Large	PYP 5 Homeroom Teacher	e.large@eis.school	Australia
Cadia David	PYP 5 Homeroom Teacher	c.david@eis.school	South Africa
Melissa Monteith	PYP 6 Homeroom Teacher	m.monteith@eis.school	Canada
Jessica Strickler	PYP 6 Homeroom Teacher	j.strickler@eis.school	USA
Poul Skovsborg	PYP Danish A	p.skovsborg@eis.school	Denmark
Tine Fjordgaard	PYP Danish B	t.fjordgaard@eis.school	Denmark
Nadia Christensen	Learning Support Assistant	n.christensen@eis.school	Denmark
MYP Teachers			
Nathan Strickler	MYP Integrated Humanities, MYP3 Homeroom	n.strickler@eis.school	USA
Iain Loch	MYP Mathematics, MYP2 Homeroom	i.loch@eis.school	Scotland
Sam Girvan	MYP English Language & Literature, MYP4 Homeroom	s.girvan@eis.school	UK
Julie Soares	MYP Science	julie.soares@eis.school	Canada
Tina Christensen	MYP Danish Language & Literature, MYP5 Homeroom	t.christensen@eis.school	Denmark
Sarah Sørensen	MYP SEN Support	s.sørensen@eis.school	Australia
Robyn O'Neill	MYP Design & Visual Arts, MYP2 Homeroom	r.oneill@eis.school	UK
Simon Petersen	MYP Danish Language Acquisition	s.petersen@eis.school	Denmark
Pernille Østergaard	MYP SEN Support	p.oestergaard@eis.school	Denmark
PYP & MYP Teachers			
Vanessa Lima	PYP & MYP Visual Arts, MYP3 Homeroom	v.lima@eis.school	Brazil
Goncalo Rodrigues	PYP & MYP PE, Athletic & Activities Director	g.rodrigues@eis.school	Portugal
Bartosz Czarniecki	PYP & MYP Performing Arts	b.czarniecki@eis.school	Poland
John Gornall	PYP PE, PYP & MYP Performing Arts, MYP1 Homeroom	m.gornall@eis.school	UK
Nicole Raupbach	PYP & MYP German Language Acquisition	n.raupbach@eis.school	Germany
Aurimaria Maharaj	PYP & MYP Spanish Language Acquisition, MYP1 Homeroom	a.maharaj@eis.school	Brazil
Terry Pedersen	Librarian, Whole school EAL	t.pedersen@eis.school	USA

Organisational Chart

Board of Trustees
Chairperson & Parent Trustee: Mr. Henrik Backs
Secretary & Parent Trustee: Ms. Pia Dueholm
Vice Chairperson & Parent Trustee: Ms. Sandra Pedersen
Friend of EIS Trustee: Mr. Allan Vad
Friend of EIS Trustee: Susanne Nordenbæk



Health & Safety Policies

Safeguarding and Child Protection

Please access our policy via this link: [Safeguarding and Child Protection Policy](#)

Safety

The safety of our students is top priority and the school will always work towards the promotion of this. To this end, EIS ensures that the majority of its staff members have recent first aid training. This training is also extended to some classes of students each year as well. Risk can never be eliminated but it can be reasonably reduced in the name of student safety. If a child is hurt:

- All visibly hurt/ill children will be immediately sent to the office if there is an apparent risk of serious injury. In the event of a significant injury, an office employee will inform a child's teachers/homeroom teacher and his/her parents that the child is in the office and why. 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. Otherwise, an office employee will check on the child's condition regularly.
- An incident report will be completed and filed.

Insurance

As per norms in Denmark, students are not covered by school accident insurance (*ulykkeforsikring*) in the event of an accident during a school activity on- or off-campus. This also means students are not covered by school insurance when leaving home to go to school nor when leaving school to go home. **Parents are encouraged to purchase their own private accident insurance for their children for this reason.**

Wheeled Items

Students may use 'wheeled items' at school for outdoor use only as long as students always wear a helmet and do not endanger the safety of themselves and/or others through such an item's use. Such items can include, but are not limited to, skateboards, waveboards, rollerblades and 'wheel shoes', etc. Students not using a wheeled item, but wearing a helmet, will be required to remove their helmet so that it does not get caught on a tree, for example, and cause the child injury. Bikes will not be permitted for use during break times.

Parking/Arrival at school

Parents are asked to park their cars in reverse at EIS. This makes it far more likely that a departing parent will see a pedestrian blocking their way before proceeding to leave. There are children as young as 3 years old attending EIS and this policy was created to protect pedestrians of any age in the parking lot. Parents are thanked for respecting this policy.

However, pedestrians (parents and their children) are still obligated to only use sidewalks and the crosswalk when approaching their vehicles. In other words, do not cross the parking lot on foot to access your car. This space is for cars only.

All students, parents and staff arriving at school on bicycles, scooters, rollerblades, or any other wheeled means of transport are asked to enter our campus to the bike sheds via the 'bike path' indicated in blue below:



Bicycle, scooter, rollerblade traffic, etc., is not to arrive through the parking lot nor the sidewalks. This prevents the mixing of vehicular traffic with others on bicycles, etc., so that the likelihood of a collision is reduced. It also makes it easier for departing cars to leave our parking lot.

Emergency Evacuations

Emergency evacuation drills will occur each school year. Teachers' first priority is to safely lead the evacuation of the students they are currently teaching. However, available faculty members will help check rooms for others needing evacuation assistance. Members of the

school administration will finalise the checking of rooms for this purpose.

Evacuation Procedure

Students exit in a single file line led by a teacher. If two teachers are present, then one teacher will lead the line and the second teacher will follow at the end of the line. Students must listen carefully for instructions from teachers at all times during an emergency exit. Students are not allowed to talk during an emergency exit unless given permission to do so by a teacher. Student refusal to adhere to silence (or take evacuations seriously) during a rehearsed emergency exit can result in a disciplinary response from the school administration.

People evacuated from the school buildings will meet at the designated safe area on the grass football field to verify the safety of all EIS members in attendance that day. Students and teachers will assemble themselves in separate, single lines. All parents and visitors will be expected to fully participate in the evacuations as planned.

Students must remain in silence until further instructions are delivered by an administrator. Homeroom Teachers will raise a red card to indicate that a student and/or adult who should be present has not been accounted for. Raising a green card indicates that teacher's entire class of homeroom students have been accounted for and that all adults expected have been located. The school administration will verify whether all expected members of EIS are accounted for by scanning for raised cards.

Emergency Phone Numbers

112 - Fire, Ambulance

114 - Police

COVID-19

Please reference the [EIS Health & Safety Procedures for COVID-19](#) for detailed information.

Lice

Lice appear on occasion. Parents can help stop them from spreading to others. Please read this guideline and inform staff if your child shows evidence of having lice.

Head lice live on humans by the scalp in both clean and dirty hair. They cannot jump or fly. They spread only by direct contact between people. They can live up to 48 hours when away from the scalp. Lice eggs are not infectious and lice do not transmit disease between people.

Prevention

In the home:

- ✓ Examine your child regularly - preferably once a week and always when others are known to have lice.
- ✓ Notify the school.

- ✓ If a family member has lice, check all family members by combing carefully, repeatedly and thoroughly.
- ✓ Upon discovery of lice start effective treatment.

During 'lice season', staff will:

- ✓ Check regularly all the children for lice.
- ✓ Inform parents if lice found on a child.
- ✓ Check that your child has started treatment.

Symptoms

Infection with lice causes itching of the scalp. Itching is not a good measure of whether you have lice as it can take weeks after first being infected to the itching being a problem.

Treatment

Treatment consists of combing alone or use of drug approved head lice shampoo and subsequent combing. Parents are responsible for preventing and treating an infection of lice. Children can return to school when it is acceptably evident on a daily basis that they have been treated for lice.

Volunteers

In the interest of student safety, volunteers must complete a Volunteer Form from the office. As is the case with all staff members, volunteers will be required to provide police clearance documentation.

EIS is grateful for the generous amount of time and commitment our parents contribute towards the development of our school. In order to promote the effectiveness of school volunteers, some guidelines are necessary. In the interest of reducing disruption for themselves and others, students with a parent volunteering at EIS will be expected to approach and treat their parent as they would any other adult working or volunteering at the school. Likewise, parents volunteering at EIS will be expected to approach and treat their child/ren during the school day as they would any other student within reason. Volunteer parents are thanked for their understanding and support for this.

Bullying

Esbjerg International School works hard to provide and maintain a safe social, physical and emotional environment for all its students. At a minimum, this aim requires all students treating each other respectfully. Consistently disrespectful can be deemed 'bullying' by the school leadership. Consistently disrespectful behaviour, or bullying, towards an individual child can have a severe, and long-term, impact on that person, on bystanders and on the school culture in general. At a minimum, it negatively affects individuals' ability to learn, never mind their social and emotional balance and well-being. **For this reason, we take consistent disrespect, or bullying, seriously whether it happens at school, online, off-campus or involves adults and/or children. What happens online, off-campus or after school hours has an enormous impact on student well-being and with their relationships with each**

other.

We believe protecting our school ethos, indeed protecting our students (and their relationships) from disrespect, or bullying, is in the interest of all students. We also believe any of our students demonstrating disrespectful actions online, after-school and/or off-campus cause damage to the ethos and values of our entire school and can, indeed, negatively affect the building of positive relationships between all students in all classes. **We expect parents at EIS to share these values and support our maintenance of them.**

Consistent disrespect, or bullying, can be:

Emotional	being unfriendly, excluding, gossiping, tormenting (e.g. hiding belongings, threatening gestures, etc.)
Physical	pushing, kicking, hitting, punching, any use of violence causing damage, etc.
Racist	slurs, taunts, graffiti, gestures, caricatures, jokes, etc.
Sexual	unwanted physical contact, abusive communications both written and verbal, etc.
Homophobic	because of, or focussing on the issue of, a sexuality, etc.
Sexist	focusing on issues of gender difference, etc.
Verbal	name-calling, sarcasm, spreading rumours, teasing, swearing, inciting others to do the same (includes in written format), etc.
Religious	usually includes combinations of bullying behaviours above, etc.

There will be serious consequences for bullying behaviour whether it happens at school, online or off-campus. These consequences can include suspension or expulsion.

See the Discipline policy for further information.

Healthy Food & Birthdays

Students learn best when they have eaten a healthy breakfast and have a healthy snack and lunch at school with them every day. Indeed, students who do not meet this minimum standard on a regular basis tend to lose focus, are prone to disruptive behaviour and learn less than they are capable of. For this reason, we expect parents to provide their children with 'healthy' items to eat during the school day. This means we do not want students to bring to school any food or drink items that are relatively high in calorie content and low in nutritional value. This usually includes items that would be typically eaten as a dessert and/or have a relatively high sugar content, including beverages. Reasonable, and cultural, discretion is expected to be used when deciding what is healthy and what is not. Homeroom teachers will

contact parents should ongoing concerns develop about a child's eating habits. Parents are thanked ahead of time for their support and understanding.

Much research and data collection is being conducted on an annual basis about sugar consumption for both adults and children. Based on both global and local data collection, research clearly indicates that [the less sugar children consume, the additional health benefits they will experience.](#)

Our overall goal at EIS is to promote reasonable, responsible and evidence-based food choices for our students. For this reason:

1. We encourage any treats shared, at birthdays or otherwise, should be as low in sugar as reasonably possible. Sugar-free items are very welcome.
2. Some cultural events will continue, as can be tradition, to be celebrated with the sharing of food items containing sugar, like candy. We will monitor the frequency in which such items are dispersed to students whilst ensuring the amount shared per individual does not approach anything close to a dangerous level.
3. Any available desserts available to students need to be served last, after proper lunch meals, etc., have been finished; portions need to be appropriately-sized for the child eating them; second helpings (if any) will be strictly monitored; dessert leftovers are not served to students in the days following.
4. It is a parent's responsibility to keep the school updated on any new health conditions or dietary restrictions for their child. Staff have this provided information available to them.
5. Birthday treats/celebrations will take place after lunch has been eaten or during afternoon Homeroom time.
6. Please consult with your child's homeroom teacher for food allergies or dietary considerations with the class.

We thank parents for their support of our efforts to promote reasonable, responsible, and evidence-based food choices for our students.

Birthdays & Private Events

If invitations to a private party are being delivered on school premises, then it is required that parents invite all members of a homeroom to a party to avoid unnecessary conflicts taking place at school. The only exception to this is if invitations to an "all-girls" or "all-boys" party are being given out.

Parents are kindly asked to inform their child's homeroom teacher if a private special event involving a significant number of EIS students is being planned. Experience has shown that this can help the school in its own further forward planning.

Wet Weather

EIS students will go outside to play when it is raining. Parents are required to ensure a full set of rain gear (jacket, pants, boots, hat/hood) are available to their children at school. There are times when rainy conditions are extreme therefore, students will remain indoors. EY0, EY1, EY2, and PYP 1 will receive assistance putting on wet weather clothing, if needed. Parents are encouraged to support this process, also teaching students how to dress themselves at home. PYP 2 through PYP 6 students are independent and can dress themselves accordingly.

Student Policies

Respect For Myself

Respect For Others

Respect For The Environment

Arrival At School

In the interest of using learning time to its fullest extent, students are required to meet the following expectations:

In The Classroom

- Arrive to all lessons on time.
- Be ready with something to write on, something to write with, and all your subject notebooks and texts and your day planner at the start of each lesson.
- Focus on your own learning during lessons.
- Speak in turn and respectfully.
- Use the bathroom during break times.
- Students must ask to leave the classroom.
- Never interrupt another class unless given permission by your current teacher to do so.

At All Times

- Toys from home are to be left at home unless teacher permission is given.
- Respect others' property and space.
- Misplaced items lying around the school will be placed in the lost and found.
- Speak respectfully in an appropriate volume.
- Walk when inside the school and on the right hand side of the hallway.
- Use chairs as seats, not desks or tables.
- All students must provide their own snacks and lunch.

Absent & Late Students

Students will be recorded as late if they arrive after the 08:00:00 bell at the start of the day. Students late to school must go to the office immediately for a late slip. They are not to go to class right away. The office will then mark the student as 'late' instead of 'absent' and give him/her a late pass which that must be shown to his/her class teacher. Teachers will not let late students into class without a late pass.

Parents must contact the school at absent@eis.school before 8:00 if their child is absent and explain why s/he is absent. Parents can also communicate this by written note, a telephone call and/or a message on the school answering machine. The reason given will determine whether the absence is 'excused' or 'unexcused'. For secondary students, the difference will have an effect on their grades resulting from assignments missed. Secondary students will be given a zero on all assignments due the day of an absence if it is deemed 'unexcused'. Students will be allowed to complete missed assignments without penalty if your absence is 'excused'.

Excused absences include:

-Illness, compassionate leave, holidays resulting in the closing of the absent student's embassy.

Unexcused absences include:

-No acceptable explanation from a parent produced and/or missing school for a reason other than an excused absence.

Parents can expect the following actions to be enacted upon the following number of student absences and/or late's:

- 10 Parents will be informed in writing of the school's concerns
- 15 A meeting will be called involving the student, parents and the Homeroom teacher.
- 20 A meeting will be called involving the student, parents, the Homeroom teacher and the Deputy Head of School. A discussion of whether the child should be allowed to continue his/her enrolment at EIS will occur.

Leaving Campus

No students may leave campus at any time during a regular school day without written permission from a parent.

Student Clothing, Attire, Presentation & Appearance

Students are expected to be presentable at all times. Clothing items must be in good condition and cannot contain images or slogans that invoke disrespect or depict any sort of illegal activity of any kind. This also means that see-through clothing must be sufficiently modest and cannot intentionally reveal any variety of student underwear. In the interest of safety during an emergency evacuation, students must wear footwear at all times of the school day.

Students are not allowed to chew gum at school nor are they to wear headwear indoors without prior permission, cultural considerations notwithstanding.

Students are expected to follow a dress code for concert performances. At the winter concert, this typically includes wearing a combination of black and/or white clothing with dress shoes. At the summer concert, this typically means formal summer wear.

Student Speech

Students are expected to speak respectfully and politely at all times. As such, the following are requirements:

- ✓ Students who are able must speak English throughout the school day;
- ✓ Foul language is not tolerated in any language;
- ✓ Students are expected to use polite language such as, "Please", "Thank you", and "Excuse me", "Sorry?", "Excuse me?", "Pardon me?", etc.
- ✓ Students must use 'inside' voices inside the school.

Digital Responsible Use Guide – Secondary Students

The following agreement has been created to ensure the safe use of technology. All students and parents are requested to sign a copy and return it in the first few weeks of school.

iPledges

When I use any technology, I agree to be a safe, responsible and ethical user at all times.

1. I will arrive to class with a charged device – set on silent-- and my own headphones (and charger if needed; I cannot leave my lesson to get one).
2. My device will be closed during instruction, class discussions or during tasks which do not require it.
3. Devices are only to be used for the tasks I have been assigned in the class I am currently in, or homework when permitted (no messenger services, social media, games, downloads).
4. In breaks, devices are only permitted in the quiet work room and can only be used for school related tasks.
5. I am responsible for my own actions and I need to respect all devices (mine and anyone else's).
6. My passwords and private information will be kept to myself. I will only use my own accounts.
7. If I do not recognise the sender of an email, I will not open it. I will not click any suspicious-looking links.
8. I am responsible for whatever my computer accesses / gives access to, as well as whatever I bring to school on my computer i.e. files, software, malware or viruses.
9. I will frequently update my device at home.
10. I will not carry out any actions that impact hardware, data of other users or network systems.
11. I will get permission before taking, sharing or posting any images, videos or information of others.
12. I will make myself aware of the terms and conditions of anything I access or sign up to e.g. age restrictions.
13. I am responsible for my online activities in and outside of school time; I will be kind and respectful.

14. I will report any misuse of technology that I see, or content that makes me feel unsafe / uncomfortable, to a parent or teacher.
15. I will follow copyright and intellectual property regulations, asking for permission to use images, text, audio and video, and citing references.
16. I will check my emails at least once a day.

I understand that all network access is monitored and recorded in accordance with applicable laws. This monitoring and recording will be used to check I am following this policy.

I understand and agree to follow the pledges set out in this agreement. I understand and accept that the policies set in the Family Handbook will be used to guide any consequences for the breach of any item listed in this document.

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 social development only. Parents will be informed of a field trip with at least one week's notice if students will be travelling locally off-campus. Parents are kindly reminded that they have given the school consent for such trips to occur as per the terms and conditions outlined on the student Application Form was completed by parents at the time of registration.

Student misbehaviour that threatens the safety of others on the field trip and/or the success of the entire field trip will not be tolerated. For this reason, teachers will communicate with parents and students, as appropriate, their strong concerns about the readiness of particular students to attend an upcoming field trip. This initial communication will be shared a reasonable amount of time prior to the field trip taking place. The school reserves the right to require parents to collect their child, at a parent's own financial cost, during a field trip in the event of that child's misbehaviour.

Behavioural Expectations

Respect For Myself

Respect For Others

Respect For The Environment

The purpose of this document is to clarify where students should be at intervals throughout the day, indoors and outdoors, and the expectations of their conduct. We expect students to always be ambassadors for the school as they are constantly in the public domain. We encourage students to be interactive with each other during break times rather than immerse themselves into a personal electronic world.

Here is a list of general expectations students should adhere to at all times:

- ✓ Include others into your groups.
- ✓ Be nice to everyone
- ✓ Keep corridors clear of rubbish and bags
- ✓ Stand / walk to right side of the corridors when walking
- ✓ Keep doorways clear at all times
- ✓ Remember that chewing gum is not allowed at school

- ✓ Respect personal space
- ✓ Use appropriate language

Student Behaviour Expectations

All students need to avoid ball games near windowed areas. They are welcome to play ball games only on the playground area furthest from the swings as long as they remain considerate of the smaller children.

Bikes are not allowed to be ridden on the paved playground and may only be ridden on the bike path by students wearing helmets.

Breaks

Only MYP 5 students will be permitted to remain indoors during break times. However, this right may be withdrawn at any moment in time if any infringement on codes of conduct are breached.

All students from PYP 1 to MYP 3 eat lunch supervised by their homeroom teacher in their homerooms and then go outside. Students in MYP 4 and MYP 5 may eat without direct teacher supervision.

Discipline

Esbjerg International School takes a diligent approach to ensure the maintenance of a safe social, physical and emotional environment for all its students. These are a must for high quality learning to place and they describe the ethos valued at Esbjerg International School. We expect parents at EIS to value this ethos and support our maintenance of it.

Consistent with our school mission statement, we expect all students to:

- treat each other respectfully,
- make responsible behavioural decisions,
- meet expectations towards becoming successful citizens in their adult lives.

We believe that students who consistently make decisions that cause damage to our school ethos can, both directly and indirectly, negatively affect the learning and well-being of other students, aside from themselves. Our aim is to help such students from making such poor decisions. This help can come in the form of ad hoc counselling support from a Homeroom teacher, a member of school leadership or, externally, from student support services available from the municipal government. Students who do not respond appropriately from this supportive approach may need to face disciplinary consequences.

The goal of enacting discipline is to protect other students from various types of harm as well as to support the learning process of a child receiving the discipline. Depending on the severity and consistency of a student's misbehaviour, the following guidelines will be used to

discipline misbehaving students:

1. A student's teacher deals with the initial misbehaviours and enacts consequences. After further misbehaviour, the parents of the child will be called for a meeting by the teacher directly involved.
2. Should the misbehaviour continue, the parents of the child will be called for a meeting by the child's Homeroom teacher.
3. Should the misbehaviour still continue, the student will be referred to the Head of Primary or Head of Secondary, as appropriate. Parents may be invited to this meeting.
4. Should the misbehaviour still continue, the student will be referred to the Deputy Head of School and the parents will be informed. Suspension may result.
5. Should the misbehaviour continue, the student will be referred to the Head of School where a discussion of possible suspension and the student's long-term enrolment at EIS may be discussed.

The following is a non-exhaustive list of student infractions and consequences which may be enacted.

LEVEL and DESCRIPTOR	STUDENT BEHAVIOUR EXAMPLES	PROCEDURES	
Level 1 <i>Low-level disruption in or out of class. Dealt with on site.</i>	Disrespectful behaviour, such as; <ul style="list-style-type: none"> • Inappropriate clothing in class (refer: Page 17 in Family Handbook). • Disrupting others. • Inappropriate classroom or playground behaviour. • Unexcused lateness to classes. • Inappropriate behavior on school trips. • Failure to follow teacher instructions. • Poor representation of school. • Swearing or inappropriate language. 	<i>Who takes Action</i>	Teacher involved informs Homeroom teacher
		<i>Communication</i>	Note added to the Behaviour Tab Homeroom teacher to be informed (as appropriate MB/email) Secondary Tuesday meeting as appropriate Homeroom meeting (as student concerns)
		<i>Range of possible consequences</i> <i>Some or all actions may be taken</i>	Student Apologies - letter or verbal statement Isolation/time-out

	<ul style="list-style-type: none"> • Homework not submitted. • Unprepared for class. • Inappropriate use of electronics. • Cheating and/or Plagiarism (refer to Academic Honesty Policy). • Showing disrespect toward others. • Use of mobile phone during school hours. 		Student(s) detained during break time Digital Responsible User Guide referred to for electronic device misuse Verbal reminder
		<i>Follow up (if necessary)</i>	Counselling by involved teacher, homeroom teacher or school counselor (as appropriate). Example: 1 st Offence: student detained and reflection on behaviour discussed 2 nd Offence: email HR teacher and reflection on behaviour discussed with goals set for improvement
		<i>Record keeping</i>	Behaviour Tab on MB
Level 2 <i>Repeated low-level disruption, a more significant single offence or a significant out-of-class offence.</i>	<ul style="list-style-type: none"> • Repeated (x3) disrespectful behaviour from level 1 • Deliberate skipping of class (first time). • Repeated or significant poor representation of school. • Physically aggressive/ hurtful behaviour. • Unpremeditated bullying (online or physical). • Harassment. 	<i>Who takes Action</i>	Teacher involved informs Homeroom teacher
		<i>Communication</i>	Email to parents via Behaviour Tab on MB Meeting parents and student (as appropriate) Head of Secondary informed (via email) Student discussed at

	<ul style="list-style-type: none"> Cheating and/or Plagiarism (refer to Academic Honesty Policy) Disrespect to a member of staff/parent/adult/ student Similar other incidents 		Homeroom meeting Student concern shared at Secondary Tuesday meeting
		<i>Range of possible consequences</i> <i>Some or all actions may be taken</i>	Call/email to parents by Teacher. Apology (letter) Meeting with parents with counsellor present ATL improvement plan assigned for up to four weeks Detained for series of break times Written reflection on improved action to avoid repeat of incident Example: 1 st Offence: email HR teacher and student behaviour monitored, with weekly check-in with HR teacher and reflection on behaviour discussed and goals set. 2 nd Offence: email HR teacher and parents informed, ATL plan put in place for up to four weeks. Reflection on behaviour discussed with goals set for

			improvement
		<i>Follow up</i>	Counselling by involved teacher, homeroom teacher or school counselor (as appropriate).
		<i>Record keeping</i>	Behaviour Tab on MB
Level 3 <i>Serious infringements of student expectations</i>	<ul style="list-style-type: none"> • Persistent repetition of conduct in Level 2 • Association with alcohol/tobacco. • Serious or repeated 'significant poor representation of school'. • Serious or repeated physically aggressive/ hurtful behaviour. • Serious incidents involving disrespect of another student's race, culture, religion or background • Premeditated bullying on any form (cyber, physical, mental or verbal) • Distributing non-school appropriate material (digital or in person) • Inappropriate sexual behaviour (refer to Safe Guarding Policy) • Similar other serious incidents. 	<i>Who takes Action</i>	Teacher involved informs Homeroom teacher Head of Secondary
		<i>Communication</i>	Head of Secondary will discuss the situation with the Deputy Head of School. Meeting with parents to discuss the incident Following this, written notification will be sent to the parents. Staff will be informed as appropriate.
		<i>Range of possible consequences</i> <i>Some or all actions may be taken</i>	Letter to parents (always). Apology letter from student (always). Meeting with parents (always). In-school suspension. Out of school suspension.

Level 4 <i>Extreme infringements of student expectation</i>	<ul style="list-style-type: none"> • Repeated or serious alcohol/tobacco/drug related offences. • Serious or repeated violent behaviour. • Premeditated physical or verbal bullying and harassment. • Similar other serious incidents. 		
		<i>Follow up</i>	Counseling.
		<i>Recording keeping</i>	Behaviour Tab on MB
		<i>Who takes Action</i>	Teacher involved informs Homeroom Teacher Head of Secondary
		<i>Communication</i>	Head of Secondary phone call to parents. Deputy Head of School to be informed Head of School to be informed
		<i>Range of possible consequences</i> <i>Some or all actions may be taken</i>	Letter to parents (always). Meeting with parents (always). Letter of apology (always). Temporary suspension. Permanent expulsion – (Head of School and Board consultation)
		Follow up	Counseling, as appropriate. If appropriate, included in semester report.
		Record keeping	Behaviour Tab on MB Incident Report on file

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Students committing different infractions with any regularity will face more severe consequences as described above. If a suspension is being considered, parents will be informed and their input will be considered before a decision is made about the length of a suspension. Students under consideration for suspension may not return to class until a decision is reached.

Depending on the severity of an infraction, the school reserves the right to skip over any number of consequences, apply them differently than written in this policy and/or proceed directly to have the student immediately expelled from the school.

All expulsions occur with the Board of Trustees' prior awareness and input.

Textbooks

Students are required to sign-out all textbooks for personal use. The same copy of any signed-out item, identified by its individual identification number, must be returned (or paid for- including the cost of tax, customs and shipping) before the end of the school year so that the last (Semester II) report card can be issued on time.

An invoice will be issued to parents for any unreturned items and for items in unnecessarily poor condition.

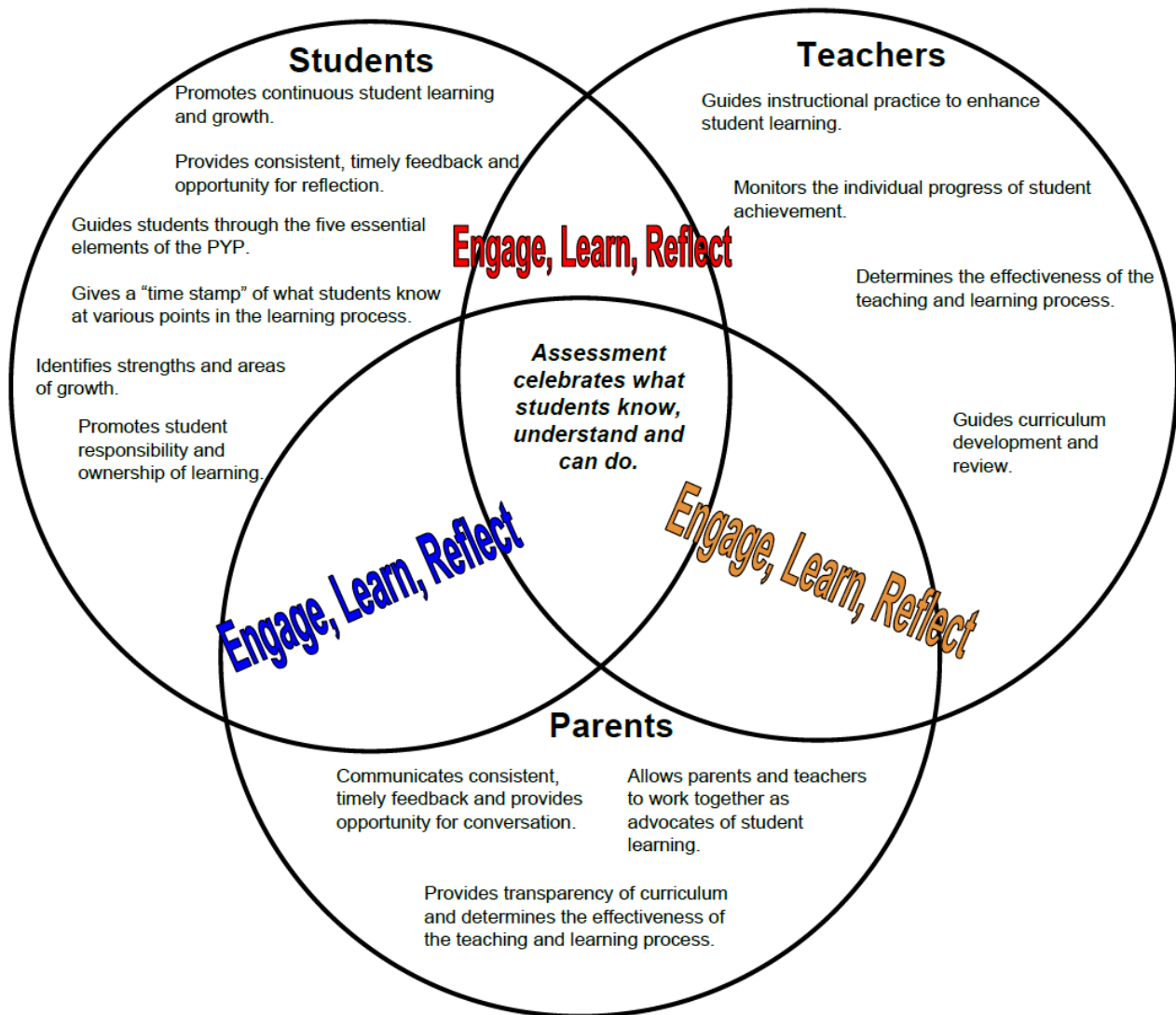
Inclusion Policy

Please reference this link for the [Inclusion Policy](#)

Assessment Policy

At EIS we believe assessment to be a process that supports and encourages students and teachers throughout their learning and teaching journey. Assessment at EIS engages students in their learning as active participants, allows teachers and students to learn about each learner's needs, while promoting reflection for all stake holders for further growth.

Purpose of Assessment



The Three Components of Assessment:

1. Assessing – how we discover what students have learned.
2. Recording – how we make note of our findings about what students have learned.
3. Reporting – how we pass that information on to parents, administration and other stakeholders.

Assessing

At EIS we assess students' understanding of the five essential elements of the PYP. We look for evidence of what our students know, understand, and can do. We also examine how they apply the Learner Profile attributes and the PYP Attitudes to support their learning. Assessment also focuses on students' growth and performance in the subject areas of: language, mathematics, social studies, the arts, science, personal, social and physical education.

Types of Assessment

Pre-Assessment

- Assists teachers in planning learning engagements.
- Activates prior knowledge.
- Establishes what students want to learn.

Formative Assessment

- Interwoven within daily learning and teaching.
- Allows teachers to make necessary adjustments to teaching plans and methods.
- Involves students as they reflect on their own learning.

Summative Assessment

- Occurs at the end of the teaching and learning process.
- Provides students with opportunities to demonstrate what they have learned.
- Addresses a variety of learning styles.
- Allows teachers to assess the teaching and learning process.

Recording

Assessment Strategies

Observations allow teachers to collect ongoing information about student performance. Each individual child, and the class, is observed frequently and regularly.

Performance Tasks are goal-directed tasks with established criteria. With this type of assessment, students are presented authentic challenges that require the use of many skills. Students may use numerous approaches to demonstrate their understanding. There is rarely only one correct response. Audio, video, and narrative records are often useful for this kind of assessment.

Selected Responses are assessments that contain questions with right and wrong answers that can be impartially scored. Tests and quizzes are the most common examples of these used in the school.

Open-Ended Tasks are situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram, or a conclusion, depending on the nature of the inquiry.

Student Reflections

Students reflect on what they have learned throughout their learning experiences.

Reporting

Reporting on assessment is about communicating what students know, understand, and can do. It describes the progress of the student's learning, identifies areas for growth, and

contributes to the effectiveness of the program.

Assessment Tools

Exemplars are samples of student work that serve as an approximate standard

Checklists are lists of information, data, attributes, or elements that should be present in student work or performance.

Rubrics provide an established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and how to rate that work on a predetermined scale. Students and/or teachers can develop rubrics.

Anecdotal Records are notes collected based on teacher observations.

Student self-assessments and **peer assessments** are a way to integrate students in the process of reflecting on their own learning and offering and accepting meaningful feedback from peers.

Continuums are visual representations of developmental stages of learning that show a progression of achievement or identify where a student is in a process.

3-way conferences - The emphasis of this type of conference is for the child to be involved in setting goals for individual learning. They take place twice in a school year for some year levels and once a year for other year levels. Along with the 3-way conferences the school schedules **parent-teachers** meetings as well.

Student led conferences - children are involved in discussing their work and progress with their parents. They are of particular value because the students reflect on their performance, select topics or work examples for focus, and share the responsibility of informing their parents.

Exhibition-Takes place in the last year of the PYP and it is a celebration of learning done throughout the entire PYP journey.

Portfolios are collections of children's work that are designed to demonstrate successes, growth, higher order thinking, creativity and reflection. Portfolios should celebrate student learning through the PYP, showing the development of the whole child, both within and outside of the Program of Inquiry in all subject areas. Portfolios are used by students to communicate this development with parents at student-led conferences and with teachers and peers throughout the year.

Back to School Night conference is intended to provide an overview of the upcoming school year.

Weekly letters are a way of informing parents of the weekly teaching and learning done in class offering the opportunity to reflect together with students and share their learning. Report cards are records of students learning throughout a semester. They are sent home twice a year.

Language

To support our school's mission statement, our language policy provides students with the language tools necessary to succeed in a 21st century multilingual society. At EIS, we view language as a necessary tool for making meaning of the world. Offering our students the opportunity to learn a multiple of languages, while continuing to develop their Home Language, is of utmost importance. With every language, a new door is open, and a different vision of the world is created which promotes the development of international mindedness through cultural identity, intercultural awareness and global citizenship. Therefore, the IB

Learner Profile attributes guide our community and support a respectful use of language by students, parents and staff.

At EIS, language is taught holistically through the different language strands and by all teachers. To support the transdisciplinary characteristics of the PYP and interdisciplinary subjects of the MYP, we believe all teachers are language teachers. Language transcends curricular areas and is taught through inquiry, allowing students to make connections with context, to explore and to investigate. The majority of our students speak English as an Additional Language; therefore, the school has systems in place to support our students throughout their journey of becoming proficient English language users. Our students from outside of Denmark speak languages as diverse as Russian, Arabic, Swedish, Norwegian, Italian, Spanish, French, Portuguese, German, and others. EIS recognises the importance of encouraging students to use their Home Language in order to enhance their sense of identity and cultural heritage; therefore, we strive to provide an environment conducive to maintaining the use of the Home Language (Maki Park and Team) by providing different activities during and after school hours.

A large proportion of our school population speaks Danish as a first language, and the school places a great importance on maintaining their proficiency in this language. Danish lessons taught, support the Danish National Curriculum for Danish Language and Literature and Danish Acquisition. Programme officiel de l'Education Nationale française is offered to our native French students.

At EIS, English is the main language of instruction. In accordance with the transdisciplinary and interdisciplinary practice of Approaches To Learning (ATL), language is authentically incorporated into the units of inquiry in the PYP and MYP. To promote intercultural understanding, communication and respect, students are immersed in Danish classes from PYP1 onwards, while the Early Years students are informally introduced to the language through play. The importance of the acquisition of an additional language is acknowledged and students in PYP5 are exposed to Spanish and German Language Acquisition for one semester, before choosing one of the Language Acquisition courses to study in PYP6. Students continue studying their chosen Language Acquisition classes throughout Secondary school. Students from outside of Denmark are introduced to Danish from the moment they join our school, at all year levels, even informally in Early Years. Until PYP4, all students learn the host country language together. Starting in PYP4, students are split into Danish Language and Literature and Danish Language Acquisition groups. Students studying Danish Language and Literature are offered the National Danish Reading tests in PYP4, PYP6, MYP2 and MYP4. The National Danish Examinations are offered at the end of MYP5. Students receive MYP Language and Literature instruction in English and Danish.

Where students require additional English instruction, they receive pull out support for English as an Additional Language, with differentiated instruction supporting their literacy development in the PYP and MYP.

The school offers opportunities for Home Language classes to take place outside of school hours as an after-school programme. Throughout the units of inquiry, teacher's welcome

parents in to present or assist with topics that reflect their language and culture.

Library

The EIS School Library consists of English fiction and non-fiction books, as well as Danish fiction and non-fiction. In addition, a variety of books in other languages, CD's, games, textbooks and other materials are available.

Library hours are consistent with regular class days (8:00 to 15:00) and open from September through May. Book return is necessitated in June for year-end inventory. The library may not be available on partial days or holidays. The library is staffed by a teacher coordinator and parent volunteers. Students may check-out books with the assistance of their homeroom teacher or a parent volunteer. Students are allowed to check out up to two (2) books per week, but no more than four (4) books out at a given time. Books may be renewed if they have not been requested by another patron. Notice will be sent home if an item is more than 30 days overdue. Students and parents are financially responsible for lost, stolen, or damaged items that are signed out under their names. Parents may request an overdue report at the end of each term.

Classroom texts and items are checked out by homeroom teachers using our Library World system as well. These items will be covered under 'Sign-Out of School Property'. Overdue lists are available at the end of each term. Teachers have the opportunity for a minimum of one library session per week, depending on library/ICT needs. These will be scheduled into each classes' timetable. Teachers will review library etiquette and expectations at the beginning of the school year, along with check-in and check-out processes.

Volunteers are the backbone of our library work and are deeply appreciated! Volunteers will be scheduled for regular assistance times, preferably in blocks of two hours or more. Volunteers assist with check-in and check-out, shelving books, inventory and teacher support during student browsing. They may also assist in library arrangements, displays, light dusting and appearance.

Joined Writing

EIS teaches students learning to write a specific joined writing style common to all classrooms. Students who can demonstrate they have already learned another style from elsewhere will be welcome to continue with that style.

Spelling

There are different ways to correctly spell certain words in the English language. Students will be taught that such spellings are both correct and that they can use either.

Acceptance of Student Work

Students must submit only highly presentable student work in terms of hand writing. It must be submitted on paper that is wrinkle free, has no torn parts and has the student's name and

date on it at the top and title underlined with a ruler. Consequences for not meeting this standard may include having students redo some or all of the work submitted and/or the issuing of low grades. Consequences will be implemented at teacher discretion, as appropriate.

Academic Honesty Policy

Please reference the link: [Academic Honesty Policy](#)

Homework

Homework can help students recognise that learning is not something to be done only at school. The assigning of homework can help give students a foundation towards the development of lifelong learning as well as helps give parents another indication of how well their child/ren are progressing academically. Assigning homework can also be a helpful way to further curricular learning.

However, homework will only be assigned if its completion is academically necessary and never as a tool to keep children unnecessarily occupied outside of school hours. Speak to your Homeroom teacher if you have concerns about amounts of homework received.

Secondary Clubs & Teams

Clubs and Teams provide non-academic and athletic opportunities, respectively, for students to enrich their experiences outside the classroom. These can be of significant value for students applying for the IBDP and/or for university in later years. Teams and clubs can either meet at lunch time or after school. The list of Clubs and Teams is accessible for students through ManageBac.

Report Cards

Report Cards are issued for students in Early Years and PYP1-MYP5 at the end of the two semesters in each school year.

Awards

In Secondary, three awards will be given for each subject and each level (PYP/MYP). These awards will be for Top Student, Most Improved and for Effort.

Primary awards will also be given to students from their Homeroom teacher in recognition of various individual curricular achievements in different school subjects made during the school year.

Further Education

Further Education coordination is for Secondary students to provide planning support for Secondary students preparing to leave EIS at the end of MYP5 and enter post-MYP5 educa-

tional options both within Denmark and abroad. It is important that parents note that students leaving EIS for a Danish gymnasium may be required to complete an entrance exam consisting of both verbal and written components.

Although students from EIS can attend any school they wish after finishing MYP5, Esbjerg International School has the following agreement with Esbjerg Gymnasium so that EIS students can possibly more easily attend there in one of two different possible programmes of study. The first option is to attend the two-year English-language [IBO Diploma Programme](#); the second option is to attend the three year Danish-language STX programme. The requirements for both options are listed below:

EIS Grading Guidelines 2019-2020

MYP Grade Descriptor	Local Danish Grade	Percentage Range	Subject Area Effort
7	12	100%-93%	<i>Outstanding</i>
6	10	92%-87%	<i>Excellent</i>
5	7	86%-70%	<i>Good</i>
4	4	69%-53%	<i>Satisfactory</i>
3	02	52%-31%	<i>Limited</i>
2	00	30%-1%	<i>Very Limited</i>
1	-3	0	<i>Minimal</i>
NA	NA	NA	<i>Not Applicable</i>

Passing in Denmark

Not Passing in Denmark

Agreement for Enrollment in the IB Diploma Programme 2019-2020 – Esbjerg Gymnasium Only

Agreement on procedure to assess student readiness/preparedness for transfer from Esbjerg International School (EIS) to the IB Diploma Programme at Esbjerg Gymnasium. EIS students wishing to attend EG must participate in a formal assessment which may or may not include written and/or verbal tests as well as an interview. However, EG and EIS agree that such an assessment will not be necessary if,

1. The student has been formally identified as "ready/prepared" by the EIS Further Education Counselor and the municipal Careers Counsellor (UU-vejleder).
2. The applying student received a Danish state grade of "5" average in the last two report cards from EIS during the December 1st reporting time (Danish, Science, Math and English)
3. The student has a passing grade for the Personal Project of at least a 3 at the end of MYP5.
4. MYP grade average of at least 40 points made up of 8 subjects (Interdisciplinary Unit doesn't count towards final 8 subject total).

Enrollment Requirement for all other Danish gymnasium programs: STX, HHX, HTX, or HF

The following criteria must be in place:

1. The student has been formally identified as “ready/prepared” by the EIS Further Education Counselor and the municipal Careers Counsellor (UU-vejleder).
 2. The student has completed the Folkeskolen afgansprove in Danish.
 3. The applying student received a Danish state grade of “5” average in the last two report cards from EIS during the December 1st reporting time (Danish, Science, Math and English). *For HF program only, an average of ‘4’ is required.*
 4. The student has a passing grade for the Personal Project of at least a 3 at the end of MYP5.
 5. MYP grade average of at least 40 points made up of 8 subjects (Interdisciplinary Unit doesn’t count towards final 8 subject total).
 6. The student must have completed a 2nd language course.
- In addition to the above criteria, any EIS student wishing to enroll STX, HX, or HF must take a 4 hour test in the following subjects: **Danish, English, Math** and **Science** (1 hour for each subject area).

Applications

For all gymnasium programs, students will apply for their Further Education at www.optaselse.dk . In addition to the online application, the IB Diploma Programme at Esbjerg Gymnasium requests applicants to submit the following items:

- a letter of application, including any extra-curricular activities that can strengthen the application
- a supporting letter from an EIS teacher
- a personal essay
- predicted grades

Confirmation of admission

- Students will receive an offer of admission, subject to meeting the entrance requirements once results are published.
- EG may exercise discretion with regard to the entrance requirements and will consider each case individually.
- Students’ whose results do not meet these requirements may be offered a transfer to EG’s Pre-IB programme.

Early Years Policies

The Early Years class is for children aged 3-5. At Esbjerg International School, we believe that the development of the whole child is essential. Health, physical, emotional, social, and cognitive development are focused upon. We believe that what children can do, rather than cannot do, is the starting point in the child’s education. And we believe that quality play is fundamental to early

learning.

Aims

The aims of our Early Years classroom are:

- To help children meet and deal with the challenges of school and everyday life by building self-confidence and self-esteem;
- To develop the potential of each child – physically, emotionally, cognitive, socially and creatively;
- To recognize the uniqueness of each child and develop his/her abilities;
- To provide a safe, secure, and stimulating environment that prepares both the child and family for a happy and successful school experience;
- To provide a rich variety of experiences and activities that promote self-awareness and awareness of others and that will stimulate the child's natural curiosity and eagerness to learn;
- To develop concentration through story times and structural activities;
- To give daily opportunities for children to communicate and speak with confidence to both children and adults;
- To establish good relationships between home and school.

Opening Hours

The Early Years Classroom provides supervision of children from 06:30-17:00 Monday-Thursday and 06:30-16:30 on Fridays. The first organized activities start each day at 08:15.

Please see School Calendar for other special days and events.

Children new to EIS and its Early Years

Children react differently to starting somewhere new. We consider the first few days of life in our Early Years to be very important, and it may be appropriate in the initial stages of a child starting here to have the day shorter than usual to allow for a settling-in period. To help the child feel more comfortable at EIS, parents can ease the anxiety by:

- Having positive talks about their day at home

- A happy, firm, and final hug farewell after a 5-minute transition time into the class
- Making sure your child/ren are picked up on-time at the end of the day

Via ongoing communication with parents, Early Years staff will help find the best way to introduce your child to EIS.

New parents will receive a transition plan for their child's first week at EIS.

Daily pick-up and drop-off

Consistent attendance and respect for routines is a very important part of our learning program; however, we respect and recognize that each child's development and/or family circumstances may impact attendance. If your child is going to be absent or late, please inform the EIS as soon as possible.

Parents must notify a member of the Early Years staff when dropping off their child. It is very important that the child is greeted by a staff member with a parent present when arriving at school.

It is important that children arrive on time to enable them to take advantage of the settling down activities. Arriving late can cause disruption to the rest of the class and may make the child feel unsettled.

All parents are required to use the Tabulex system for dropping off and picking up.

Children will not be released to anyone other than a parent unless explicit permission is given. An Early Years Staff member must be informed by the child's parent/s. We reserve the right not to release a child and to contact the parent/s immediately if no explicit permission has been received and/or if the child does not know or recognize the adult picking him/her up.

Illness

Parents are kindly asked to keep their child/ren at home if their child is not feeling well. Please do not bring your child to school if s/he has a fever, has been vomiting within the previous 24 hours, has diarrhea or a contagious illness. As well as the likelihood of passing the illness to other children and staff members, it is important to remember that young children need a special kind of attention when they are unwell and often become very distressed if they are experiencing discomfort whilst separated from a main care provider. If your child is too sick to go outside and play then, s/he is too sick to be in attendance at EIS that day. Staff will contact parents if a child appears unwell during the day.

You may also wish to consider whether it is appropriate to send your child to school if s/he is taking antibiotics.

If your child needs medicine during the day, the medicine has to be handed over to a staff member with written instructions. Parents will be respectfully informed in the event a highly contagious condition (chicken-pox, lice, strep throat, etc.) appears amongst any of its children.

Toileting

All children who enter the Early Years Program must at least be in toilet training and actively learning to use the bathroom independently and appropriately. Staff will help such children learn to use the toilet and will willingly clean up should an 'accident' occur. However, we expect an active commitment from parents to begin and continue toilet training with their children as well.

Children always have free access to the toilets but will also be encouraged to go, for example, prior to going out to play. Children having such accidents will never be 'in trouble' and never be made to feel bad.

If a child demonstrates an inability to control bladder and bowel movements throughout the day, an alternative plan will be outlined for sharing with parents.

Clothing

One of our aims is to encourage independence and it is important that clothing allows for this. Children should wear comfortable clothing that allows them to move freely and that can be easily removed for toileting. In addition, children will participate in a range of activities – including some that are messy. Children are encouraged to dress and undress themselves with as little assistance as possible. Please try to ensure that clothing and footwear can be easily put on.

All children must have a set of extra clothing in their cubbies. Please make sure to check regularly to make sure that the content is complete. Outdoor clothing should reflect daily and seasonal weather conditions, for example hats, scarves and gloves in winter and sun-hats in summer. The children must always have a set of rain gear (jacket and pants) in their cubbies along with a set of rubber rain boots. Remember to label all clothes with your child's name. Please make sure to empty your child's cubby **every Friday**. Extra clothing can remain in the cubby.

Toys

Children can only bring toys from home for specific events when asked for by their teachers. Aggressive toys, like guns, are never permitted. The school is not responsible for the safekeeping of toys brought from home when not requested for educational purposes.

Food

Healthy food is a priority at Esbjerg International School. We do not allow candy as part of the children's lunches or snacks. Parents are responsible for supplying their children with snacks and lunch.

Snacks and lunch should:

- A water bottle
- Be in a suitable container (not glass);

- Allow the child to eat as independently as possible;
- Be of a healthy variety: fruit, vegetables, cheese, bread, yogurt etc.);

Parents are welcome to bring a carton of milk with their child/rens name written on it.

Special Occasions

Parents are kindly asked to inform their child's homeroom teacher if a private special event involving a significant number of Early Years students is being planned. This can help the school in its own further forward planning. If invitations are being delivered on school premises, then it is required that parents invite all members of a homeroom to a party so as to avoid unnecessary conflicts taking place at school. The only exception to this is if invitations to an 'all girls' or 'all boys' party are being given out. Birthday parties need to be held after all lessons are complete.

On regulated occasions, it will be allowed that some food items containing sugar to the children. Parents wishing to partner with the school regarding the regulation of their child's sugar consumption are encouraged to discuss this with the teacher.

Early Years staff will bake with students on Fridays as a learning engagement connected to their unit.

Progress Reports

Progress Reports will be issued at the end of each semester in December and June, respectively. These are designed to inform parents about progress made by their child in relation to the specific learning goals as identified in the Early Years Foundation Stage profile. Ask your child's teacher or a staff member for a copy of this document.

Student-Parent-Teacher Conferences

Student-Parent-Teacher Conferences occur once per semester. The expected outcome for conferences is for students, teachers and parents to find ways to help each other meet students' learning needs. The Primary students will have a third conference near the end of the school ear. This conference is known as a Student-led Conference. The teacher does not participate in this conference. Students share their learning with their parents and reflections on the completed school year.

Student Speech

Students are expected to speak respectfully and politely at all times. As such, students will be taught the following:

- ✓ Not to use foul language;
- ✓ To use polite language such as, "Please", "Thank you", and "Excuse me";
- ✓ To reply only in polite terms if something needs to be repeated for them, such as 'Sorry?', 'Excuse me?', 'Pardon me?', etc. Saying 'What?' is not considered polite.
- ✓ To use 'inside' voices when inside the school.

Field Trips

Field Trips are an important part of a student's learning experience. Field trips will always be used to enhance understanding of curricular learning targets as well as, on occasion, for social development only. Parents will be informed of a field trip with at least one week's notice if any vehicular transport is involved. Consistent with practice across Denmark, all other off-campus learning experiences occurring during the day may take place without notice as these are treated by teachers as an extension of the regular in-classroom learning experience. The administration will always be informed of student whereabouts should children be off-campus.

Via the Tabulex system, parents can grant permission to use public transport for all field trips.

Parent Policies

Respect For Myself

Respect For Others

Respect For The Environment

Parent Input

Professionalism, communication, trust, goodwill and positive regard between staff and parents are necessary components of successful student learning. Our school has members from a wide range of professional and cultural backgrounds who may not always share a common approach to dealing with matters of personal concern. However, adults who model appropriate behaviours and attitudes assist student learning. This promotes the development of global citizens who are respectful and appreciative of the differences that exist within our community. We believe that such characteristics help create more commonalities between people and promote reciprocal understanding.

1. Parents wishing to meet with any member of the school faculty and/or administration must do so by appointment. E-mail or telephoning the school are the best options for arranging such appointments. Parents are kindly asked to not contact teachers on their private mobile phones nor in person when a teacher about to start a lesson nor when preparing students for a lesson. Staff who have a chance to prepare for a meeting to discuss a matter of concern can not only better prepare to help the parent but, also, ensure that other students are not affected by a parent asking to start a surprise meeting.
2. If a parent has a matter of concern they should:
 - a. First, correspond directly with the teacher, or staff member, most directly involved;
 - b. If the concern is still not resolved after a reasonable amount of time, the parent should then correspond with the:
 - i. Homeroom teacher, then with the;
 - ii. Heads of Primary & Secondary, as appropriate, then with the;
 - iii. Deputy Head of School, then with the;
 - iv. Head of School.
3. Dialogue involving abusive, foul and/or disrespectful language or volume will not be tolerated and will be considered grounds for a conversation to end immediately.
4. Social media should not be used to specifically criticize students or teachers at EIS.
5. Parents should never discuss or inquire about the academic and/or behavioral progress of any other child, other than their own.

Fee Schedule & Registration Policy

2021-2022 Fee Schedule & Registration Policy*

Application Fee	1000 Kr. (non-refundable & does not guarantee a place in the school for a child)
Registration Fee	Equal to one month's tuition. (This non-refundable fee is payable at time of confirmed registration)
Registration Deposit	Equal to one month's tuition. (This refundable fee is payable at time of confirmed registration and is returned after the withdrawal of the student or subject to final payment of remaining fees) The regular sibling discount applies to the Registration Deposit.
Total Monthly Fee & Sibling Discount* (each school year, must be paid over 12 months)	<p>First child: 3688 kr. Second child: 50 per cent discount All other children:</p> <p>5-year incremental changes to EIS Sibling Discount for 3rd (+) sibling(s)</p> <ol style="list-style-type: none"> 1. For the 2019/2020 school year 95% discount 2. For the 2020/2021 school year 90% discount 3. For the 2021/2022 school year 85% discount 4. For the 2022/2023 school year 80% discount 5. For the 2023/2024 school year 75% discount <p>After the 5-year period of 5 % increases, the 3rd(+) sibling discount will remain at 75% for the foreseeable future The second sibling discount will not change, remaining at the current 50%. The first sibling discount will not change, remaining at the current 100%</p> <p>Total monthly fees include the costs for tuition, use of texts, activity books, musical instrument, Primary Kids Stop (SFO) and Secondary Clubs and Teams.</p>
Annual Supplies Fee	<p>All parents are required to pay an annual 200 kr Supplies Fee per child every August to cover student consumable classroom supplies. The school will provide the following, as needed, for use <u>at school</u>: pencils and pens (both coloured and otherwise), tape, glue, erasers, exhibition boards, construction paper materials, notebooks, geometry set.</p> <p>Students needing any of these supplies for exclusive home use must purchase these items separately. Students need to provide a pencil case and, when required by the Secondary curriculum, a scientific calculator.</p>
Late Registration	For students arriving later than 5 September, EIS requires an extra fee of 1000 DKK per month on top of all other fees as partial compensation for EIS not being able to receive state funding due to the late arrival. There is no sibling discount available in this period. The school does not receive state funding for students arriving after 5 September. Regular fees will resume from August the following school year.
Missing CPR number	For students without a CPR number, the school requires an extra fee of DKK 1000 per month as partial compensation for EIS not being able to receive state/municipal funding due. This extra fee will be waived once the school is provided a CPR number.
Late Payments	A friendly reminder will be sent if any payment is late. Further reminders will be invoiced at a cost of 100 kr. per reminder.
Automatic Payment	Any payment not made by automatic bank transfer (PBS) will result in an extra charge of 50 kr. per instance.
Cash Payments	There is a 150 kr. surcharge on every instance of a cash payment. There is also a surcharge of 150 kr. on every instance of payments made in a foreign currency.

**The school reserves the right to interpret and implement this policy at its discretion.*

Registration Process

Once Parents submit a Registration Form for their child and submit the child's last Report Card, transcript (or the equivalent) from his/her previous school/learning institution along with any relevant documentation related to the child's learning capacity, the school will proceed to conduct an interview of the child with his/her parents. The purpose of the interview will be to assess whether the child meets the Criteria for Admission as stated below. Approved students may begin only upon receiving official written notice. A probationary period of registration may be offered to a student under circumstances that may include concerns of an academic or behavioural nature arising during the outset of the registration process.

Entrance Age

Children registered at EIS are placed in the next Year level (or the equivalent) they would have been in should they have continued at their previous school/learning institution. The cut-off date for children starting school for the first time is 5 September.

Criteria for Admission

- a) the potential of the applicant to benefit from the educational programme available;
- b) the capacity of the School to meet the educational needs of the student;

EIS has limited resources for students with special educational needs which may include significant social, behavioural, health and/or academic challenges. The school cannot meet the needs of a student requiring specific learning support that is beyond the scope of the school's ability. This may result in the school de-registering the student where that student fails to thrive and has his/her educational progress (and possibly that of others at risk). The school does not have the capacity to offer regular one-on-one learning support.

- c) the availability of places;

Terms and Conditions

Among other conditions listed on the Application Form, parents of registered students at EIS agree to:

1. give EIS complete permission for one's child to fully participate in all off-campus field trips;
2. have the likeness of one's child appear in various school promotional materials (school website, newsletters, brochures, posters, etc.) at its discretion;
3. the school rules and policies as expressed in this edition, and all future editions, of the EIS Family Handbook;
4. return and/or pay for all unreturned/damaged school property in one's possession as well as pay for all monthly tuition fees owed before de-registering one's child;

5. pay for every entire school year (1 August – 31 July) each month for 12 months per school year;
6. provide accident insurance for their child themselves as the school does not provide this to its students;
7. share requested educational assessment documentation (Report Cards/transcript/the equivalent) from the child's last educational institution;
8. allow the school to register the parent for automatic payment via the PBS system;
9. the school reserving the right to change any and all fees at its discretion.

Probationary Registration

A probationary period of registration may be offered to a student under certain circumstances. However, learning and/or behavioural difficulties may only appear well after the end of the probationary period/finalisation of registration. In these circumstances, the school reserves the right to de-register a student from EIS.

De-Registration

De-registration may occur on the basis of any of the following:

- a) if the applicant is not benefitting from the educational programme available as expected by the school;
- b) if it emerges that the school does not have the capacity to reasonably meet the educational needs of a student;
- c) if it emerges that a student's enrolment at EIS is having a consistently detrimental effect on the learning and/or safety of the child and/or other students;
- d) educationally-significant information is withheld from the school prior to the finalisation of student registration;
- e) school fees are not paid within a reasonable amount of time as determined by the school.
- f) the student has been expelled.

Decisions to de-register a student will only be made with the completion of the following:

1. A consultation with the parents communicating the possibility of their child's deregistration;
2. A documented review of the educational interventions implemented leading to this decision.

EIS will endeavour to help parents and their de-registered child take the next steps towards enrolling at another school/institution. Likewise, the school will assist in locating other possibilities and opportunities for a de-registered child towards establishing the child's continued education elsewhere.

Year Level Advancement/Retention

Teachers at EIS teach students according to students' individual abilities. As such, students

rarely need to change their initial Year placement. The aim of this policy is to ensure that students are placed in the appropriate year level so that all aspects of their learning in the school environment are maximised. A student has the greatest chance for academic and social success when placed in the appropriate year level. However, if either a parent and/or teacher strongly feels, based on demonstrable evidence, that such a change would significantly benefit the student's learning with both long- and short-term considerations in mind then the following guidelines will be followed:

- a. A year level change will be considered either when proposed by a student's parents or when a teacher feels a change is necessary, based on demonstrable evidence, for reasons of an academic, social and/or developmental nature.
- b. Consideration will only be given to written, formal requests no later than March of the given school year. If a student is registered mid-year, recommendations will be considered on a case-by-case basis.
- c. Depending on the concerns behind the proposal, the student may be referred to an outside educational expert to assess the nature of his/her student's needs.
- d. Recommendations regarding year level changes will be based on data collected from the student's Homeroom teacher and other teachers, Head of Primary & Secondary, administration, outside educational experts, and the student's family, as appropriate. Input towards a final decision will be made collaboratively by this group. Recommendations will then be given to the Head of School from the students' teacher(s). The Head of School will then finalise the decision.

Board of Trustees Role Description

Role Description of Trustees Serving on the EIS Board of Trustees*

1. Defending and promoting the school's overall interests and keeping the trust of the school community to do so.
2. Acting as a responsible Trustee -not as a parent nor as a representative of a group of parents or other possible special interest groups.
3. Helping to make decisions about the school's future. It is the Board of Trustees' responsibility that, there is a sustainable school at EIS.
4. Accepting appropriate responsibility for decisions made at the board level.
5. Being objective and reasonable - even if a decision affecting your child's schooling is not to your liking.
6. Accepting that decisions cannot be inappropriately made between official meetings.
7. Accepting that the responsibilities and duties between the Board of Trustees and school employees remain clear and respected - the Board of Trustees does not manage personnel; nor is it the administrative nor educational leader of the school.

8. Not dealing with complaints related to decisions made by school employees nor attempting to act as a board of appeals for such decisions.
9. Maintaining confidentiality and being aware of your legal expectation to do so.
10. Making decisions when Trustees are empowered to do so. In the event of a disagreement amongst Trustees, all members of the Board of Trustees must agree to be publically loyal to final decisions made. Either you are loyal to such final decisions or you must leave the board.
11. Publicly supporting the school, its students and its employees in all its endeavors.
12. Acting as a cheerleader for the school.

Responsibilities of the EIS Board of Trustees**

1. Ensuring the school's mission statement is fulfilled.
2. Formulating appropriate objectives for school.
3. Ensuring that the school has approved by-laws and meets all local and national and other relevant legislation.
4. Ensuring the school personnel is structurally organized.
5. Providing appropriate and legal premises for school operations.
6. Having responsibility for the Principal's employment and terms of contract.
7. Ensuring the appointment of an independent inspector according to the appropriate rules.
8. Ensuring systematic decision-making processes are effective in the long-term.
9. Having responsibility for the choice of school curriculum.
10. Supporting the school in its preparation of and attainment of improvement targets.
11. Creation and updating, as appropriate, of a long-term Strategic Plan.
12. Setting school fees.
13. Appointing an auditor and ensuring that the auditor is independent and effective.
14. Ensuring the preparation and approval of a yearly budget.
15. Informing the Ministry of Education of economic problems and submitting special report, if required.

** and ** The Job Description of Trustees Serving on the EIS Board of Trustees and the Responsibilities of the EIS Board of Trustees, respectively, have been derived from Danmarks Privatskoleforenings equivalent documents written in Danish at*

http://octoplus.privatskoleforeningen.dk/uploads/privatskoleforeningen_dk/files/redskaber_og_information/bestyrelsesinformation/opgaver_og_ansvar_som_bestyrelsesmedlem.pdf