

2011-2012

Early Years Handbook



**Esbjerg
International School**



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School & Emergency Contact Information

Esbjerg International School Guldager Skolevej 4 6710 Esbjerg V Denmark	7610 5399
Emergency	112
Police	7611 1448 or 114
Fire	7010 2030
Doctor on call	7011 0707
Hospital Emergency	7918 2000
Dentist on call	6541 4551

Calendar 2011-2012

Let us know if you have a specific holiday from your country/culture to be recognised in next year's calendar!

Semester I

August	Word of the Month: Respect
15	First Day of School, Semester I Begins, Parent Council welcome coffee, 11:40 student dismissal
19	EIS Grand Opening
25	Parent-Teacher Exchange 17:00
30	Eid-al-Fitr, Ramadan ends, Parents Night with Principal, Board of Trustees Chair, Parent Council Chair 19:00
31	Board of Trustees Meeting
September	Word of the Month: Courage
3	School Refurbishment Day
16	Mexican Independence Day
21	World Peace Day, Parents Night with Principal, Board of Trustees Chair, Parent Council Chair 19:00
28	Board of Trustees Meeting
October	Word of the Month: Encourage
3	School-Wide Assembly – Lower Secondary
6	Parent-Teacher Conferences
10-14	Theme Week
14	Sports Day 11:40 dismissal
17-21	School Closed-Semester Break
26	Board of Trustees Meeting
26-30	Diwali
31	Halloween
November	Word of the Month: Persistence
6	Eid-al-Adha
7	School-Wide Assembly – Upper Primary
8	Photo Day
11	Loi Kratong
16	Parent Meeting with Principal, Board of Trustees Chair, Parent Council Chair 19:00-21:00
25	Decoration Day, 11:40 dismissal
30	Board of Trustees Meeting
December	Word of the Month: Reflect
1	Holiday Concert & Art Exhibition 17:00
5-9	Semester I Secondary Exams Week
14	Board of Trustees Meeting
16	Semester I Ends, Report Cards Issued, 11:40 dismissal, School closed for holidays, re-opens 5 January
21-28	Hanukkah
25	Christmas Day

Semester II

January	Word of the Month: Plan
5	Semester II Begins
11	Parent Meeting with Principal, Board of Trustees Chair, Parent Council Chair 19:00-21:00
23	Chinese New Year (AJ & JW)
25	Board of Trustees Meeting
February	<i>Civil Rights Month</i>
6	School-Wide Assembly – Upper Secondary
13-17	School Closed-Semester Break
22	Parents Night with Principal, Board of Trustees Chair, Parent Council Chair 19:00
29	Board of Trustees Meeting
March	Word of the Month: Honesty
1	Parent Teacher Conferences
5-9	Theme Week
6	World Mathematics Day
26	School-Wide Assembly – Middle Primary
28	Board of Trustees Meeting
April	Word of the Month: Care
2-9	School Closed- Easter
11	Parent Meeting with Principal, Board of Trustees Chair, Parent Council Chair 19:00
16	School-Wide Assembly- Lower Primary
23	St. Georges Day
25	Board of Trustees Meeting
27	Public Speaking Day
May	Word of the Month: Question
4	School Closed – Store Bededag (Christian- Denmark)
11-13	Junior Model United Nations conference at the American School of Madrid
13	Mother's Day
17-18	School Closed – Kristi himmelfartsdag (Christian- Denmark)
23	Parent Meeting with Principal, Board of Trustees Chair, Parent Council Chair 19:00
28	School Closed – Anden pinsedag (Christian- Denmark)
31	School-Wide Assembly – Early Years
30	Board of Trustees Meeting
June	Word of the Month: Celebrate
3	Vestkystløbet- West Coast Run
5	Grundlovsdag, 11:40 dismissal
7	End of Year Concert & Art Exhibition 17:00
13	Parent Meeting with Principal, Board of Trustees Chair, Parent Council Chair 19:00
17	Father's Day
18-22	Semester II Secondary Exams Week
26	International Schools Sports Festival, Board of Trustees Meeting
27	Awards & Primary/Secondary Graduation
29	Semester II Ends, Report Cards issued, Last Day of 2011-2012 School Year, 11:40 dismissal

Faculty

Name	Responsibilities	Contact
Ms. Sabrina Engström	Early Years Educational Assistant	se@esbjerginternationalschool.dk
Ms. Linda Grimstrup	Counsellor,	lg@esbjerginternationalschool.dk
Ms. Anne Julius	Early Years Teacher	aj@esbjerginternationalschool.dk
Ms. Louise Kromann	Early Years Educational Assistant	lk@esbjerginternationalschool.dk
Ms. Lene Lynge	Registrar	ll@esbjerginternationalschool.dk
Ms. Ilze Spalva	Early Years Educational Assistant	is@esbjerginternationalschool.dk
Mr. Timothy Veale	Principal	tv@esbjerginternationalschool.dk

Opening Hours & Holidays

The Early Years Classroom provides supervision of children from open from 06:00-08:15. The first organized activities with the class teacher start each day at 08:15. The last organized activities with the class teacher end each day at 13:00. Afternoon supervision runs from 13:00-17:00.

The Early Years Classroom will remain open during Semester holidays if a minimum of children need this service. It will be announced at least two weeks before a school holiday whether the school is open or not. The opening hours during a school holiday may be shortened.

Overview of Classes

Class Name	Years	Usual Ages	Homeroom Teacher
Early Years	-	3-4	Ms. Anne Julius
Lower Primary	1-2	5-6	Mr. James Ward
Middle Primary	3-4	7-8	Mr. Dan Glover
Upper Primary	5-6	9-10	Mrs. Katrin Auer
Lower Secondary	7-9	11-13	Mr. Ryan Durst
Upper Secondary	10-11	14+	Mr. Sam Girvan

EIS Organisational Chart

Board of Trustees

Chairperson: Ms. Nyla Maharaj Ramkalawan
Vice-Chairperson: Mr. Jan Mols Poulsen
Secretary: Jesper Sørensen
Member: Malene Jørgensen
Member: Ingelise Terkildsen
Member: Tyge Skovgaard Christensen

Cleaner: Mr. Rudolfs Röße

Senior Leadership Team
Principal: Mr. Timothy Veale
Counsellor: Ms. Linda Grimstrup

Property Manager:
Mr. Karsten Brogaard

Registrar: Ms. Lene Lynge

Primary & Secondary School Teachers

Mr. James Ward, Mr. Dan Glover, Mrs. Katrin Auer, Mr. Erick Nnoko, Mr. Sam Girvan,
Mr. Ryan Durst, Ms. Maria Iriarte, Ms. Louise Kromann, Ms. Anne Thomsen, Mr. Jonathan Bauer

Early Years

Teacher: Ms. Anne Julius
Educational Assistant: Ms. Ilze Spalva
Educational Assistant: Ms. Sabrina Engström
Educational Assistant: Ms. Louise Kromann

EIS Kids Club (SFO)

Supervisor: Mr. Leonard Goldman
Supervisor: Mr. Jicheng Han

POLICIES

Safety

The safety of everyone on the EIS campus is paramount. Our school will take every reasonable effort to keep all its community members safe on our campus and while in our care.

As a specific matter, students are welcome to bring 'wheeled items' to 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 items use. Such items can include skateboards, waveboards, rollerblades and 'wheel shoes', etc.

Emergency Evacuations

Emergency evacuation drills will occur each semester. 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. The Property Manager and the Senior Leadership Team will finalise the checking of rooms for this purpose.

Evacuation Procedure

Students will always 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.

After Evacuation

People evacuated from the school buildings will meet at the designated safe area 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 one arm to indicate that a student and/or adult who should be present has not been accounted for. Raising no arm indicates that teacher's entire class of homeroom students have been accounted for and that all adults expected have been located. The Senior Leadership Team will verify whether all expected members of EIS are accounted for by scanning for raised arms. The Registrar will complete this task if no member of the Senior Leadership Team is present.

Emergency Phone Numbers

112 - Police, Fire, Ambulance

Welcome

The Early Years Class is for children aged 3-4. At Esbjerg International School we believe that the development of the whole child is important. Health, physical, emotional, social and cognitive development are focussed 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 which 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.

Learning Goals

Early childhood is distinctive from other ages of a child's life in several ways. The rapid rate of development occurring in the physical, social, emotional, intellectual and aesthetic domains is particularly significant. The EIS Early Years programme aims to support children in every aspect of their development. To do so we use the Early Years Foundation Stage (EYFS) curriculum as well as the International Primary Curriculum (IPC) to plan students' learning opportunities.

The Early Years Foundation Stage curriculum is organized into six main areas of learning:

- Personal, social and emotional development
- Communication, language and literacy

- Mathematical development
- Knowledge and understanding of the world
- Physical development
- Creative development

We aim to provide a broad, balanced and relevant curriculum which:

- Acknowledges and builds on what the child has already learned and experienced;
- Meets individual children's needs;
- Allows access to learning in a familiar, purposeful and supportive environment;
- Teaches independence, encouraging children to take control of their own development;
- Provides for the emotional, social, physical and intellectual needs of the child through developing a range of skills and concepts as outlined in the EYFS.

A topic-based approach will be used throughout the Early Years to enhance all learning. These topics are intended to match and incorporate the needs of each age group according to ability. The curriculum is accessible to all children. We acknowledge that not all children have the same abilities and that rates of development and progress can differ widely. Planning for teaching and learning therefore takes into account children's individual abilities, competencies and interests.

The topics are chosen from a wide range of topics especially designed for this age group by the International Primary Curriculum (IPC).

International Primary Curriculum Topics:

- ✓ All about me
- ✓ Animals, ocean and pond life
- ✓ Fairytales (Let's pretend)
- ✓ Patterns
- ✓ Chinese New Year
- ✓ My teddy
- ✓ Space
- ✓ Gardening and Growth
- ✓ Pirates

An overview of the yearly curriculum plans for 3 and 4 year olds can be viewed on the next pages.

Yearly Curriculum Plan for 3 Year Olds

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Literacy	Educational rhymes, songs, stories, games and activities	Focus on fine motor skills. Basic drawing, cutting and gluing skills.				Focus on The Alphabet. Learning names and simple letter formation Recognizing and identifying letters Recognize and write own name					
Numeracy	Number rhymes, songs, stories, counting games and activities	Sorting and Matching. Sorting by color, type, shape and size. Matching pairs of identical or related objects.		Patterns. Introduce and use basic 2D shapes for sorting activities, making pictures, continuing and creating patterns.		Numbers to 10. Counting sets of up to 10 objects, recognize the numerals 0-10.			Shape. Introduce and use basic 3D shapes for sorting activities, building models and copying.		
IPC	All about me	Animals Ocean and Pond life		Fairy-tales (Let's pretend)	Patterns	Chinese New Year	My Teddy (W 5-6)	Space (Starting W 8)	Gardening and Growth		Pirates

Yearly Curriculum Plan for 4 Year Olds

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Literacy	Educational rhymes, songs, stories, games and activities	Focus on Phonics. Learning the 42 sounds. Simple letter formation.				Focus on Reading. Read C-V-C words and recognize up to 30 high frequency words. Practicing 'ear spelling'				Focus on Grammar. Nouns, verbs and prepositions	
Numeracy	Number rhymes, songs, stories, counting games and activities	Sorting and Matching. Sorting by color, type, shape and size. Matching pairs of identical or related objects.	Numbers to 10. Counting sets of up to 10 objects, recognize and write the numerals 0-10 and the written number names 'zero' to 'ten'. Introduce the ordinal forms 'first', 'second', 'third', 'last'. Begin to explore numbers to 20.		Patterns. Introduce and use 2D shapes for sorting activities, making pictures, continuing and creating patterns.	Addition to 5. Introduce the concept of addition and the appropriate language. Adding on one and two.		Shape. Introduce and use 3D shapes for sorting activities, building models and copying. Introduce the language of position and movement.	Measure. Introduce the language of length, weight and capacity. Dealing with direct comparisons.		
IPC	All about me	Animals Ocean and Pond life		Fairytales (Let's pretend)	Patterns	Chinese New Year	My Teddy (W 5-6)	Space (Starting W 8)	Gardening and Growth		Pirates

Through these aims, learning goals and curriculum targets, Early Years children will:

- Develop a range of communication skills, including speaking, listening and writing experiences;
- Develop self confidence and security;
- Develop appropriate attitudes to learning;
- Acquire mathematical concepts such as sorting, matching, size, shape, number and counting;
- Choose and use tools and materials, exploring their potential for cutting, joining and comparing;
- Be encouraged to explore, question, predict, observe and investigate the world around them both near and far, and their environment, past and present;
- Acquire gross and fine motor skills through a range of experiences provided by indoor and outdoor play, PE, games, music and movement;
- Improve gross motor control, self-confidence and coordination;
- Develop and extend their imaginative and creative abilities through the media of art, music, dance, stories and role play;
- Develop an awareness of personal safety and hygiene through structured play.

Children new to EIS and its Early Years

Children react differently to starting a new school or starting school for the first time. We consider the first few days of school life to be very important and it may be appropriate in the initial stages of a child starting school for the school day to be shorter to allow for a settling-in period. To help the child feel more comfortable at school parents can ease the anxiety by:

- Having positive talks about school 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

Early Years staff will help find the best way to introduce your child to school.

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 school 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 the teacher an Educational Assistant 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, particularly if he/she has missed out on an interesting activity.

If you need to pick up your child before 13:00 please make sure to share this information with a member of the Early Years staff.

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. If the child does not know or recognize the adult picking him/her up, we reserve the right not to release the child and to contact the parent/s immediately.

Daily routines

A typical day in the Early Years Classroom:

8:15-8:25	Circle time and settling down activities
8:30-9:10	Structured learning activities
9:10-9:50	Snack & free play
9:50-11:20	Structured learning activities
11:35-12:20	Lunch
12:20-13:00	Structured learning activities
13:00-14:00	Free play
14:00-14:15	Snack – fruit
14:15-17:00	Free play

Illness

Parents are kindly asked to keep their child/ren at home if your 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 12 hours, has diarrhea or a contagious illness. As well as the likelihood of passing the illness to other children, 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 carer. If your child is too sick to go outside and play then, s/he is too sick to be in school. 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. Early Years staff cannot be held responsible for missed doses. 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

Children still using diapers with regularity are welcome but they cannot use diapers in the Early Years. 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 child 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 being 'in trouble' and never 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 out your child's cubby the last Friday of each month.

Toys

When young children first come to school they often need the reassurance of a familiar toy or soft animal and during the initial settling-in period parents are encouraged to allow their child to bring to school something that will give them this reassurance. Once children have become settled, parents are asked to discourage children from regularly bringing toys from home as they can then become a source of conflict and distress in the classroom. Children should then 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.

Günther the Gator

We have a very special friend in Early Years. His name is Günther and he is a soft animal. Günther lives at school but takes turn going home with the children over the weekends. This is an easy way for the children to settle in and share their family life with the rest of the class. Günther has a small book in his backpack and parents and students can write, draw and glue in photos of what they have been doing over the weekend. We read what he has experienced at circle time on Monday mornings. We encourage all children to take Günther home at least one weekend during the school year, but acknowledge that not all families are interested in this arrangement. Parents can sign up for a visit from Günther on the information board in the Early Years entrance.

Food

Healthy food is a priority at Esbjerg International School. We do not allow chocolate and 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:

- 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.);
- Include a drink in a suitable container.

Children should bring water in a container each day. Staff members will fill up the water container if necessary.

Special Occasions

You are welcome to bring a cake into school if your child has a birthday or you wish for us to recognize another day of importance to your child. Please inform the Early Years teacher if you are planning to do this. There might be some activities or other student's information to take into account (allergies etc.)

Homework

Early Years children initially receive homework once per week normally on a Monday. It needs to be returned to the teacher on Friday of the same week. Parents are encouraged to help their children as much as needed.

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.

Parent-Teacher Conferences

Parent-Teacher Conferences (PTC) occur once per semester. The expected outcome for PTCs is for teachers and parents to find ways to help each other meet students' learning needs. The first

is for parents and teachers to inform each other how well it appears a student is settling into the new school year and what his/her learning needs might then include. This is also an opportunity for a teacher to share both commendations and recommendations regarding a student's achievement.

The second PTC focuses on progress since the previous PTC/Semester Progress Report as well as to indicate what the Semester II Progress Report might include. Formal Parent-Teacher Conferences are not available after Semester II as report cards are issued on the last day of the 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 students' understanding of curricular learning targets as well as, on occasion, for social development only. Students will engage in such learning experiences off-campus on a regular basis. Parents will be informed of a field trip with at least one week's notice if any vehicular transport is involved. Consistent with school practice across Denmark, all other off-campus learning experiences occurring during the school day may take place without notice as these are treated by teachers as an extension of the regular in-classroom learning experience. The Principal and Registrar will always be informed of student whereabouts should children be off-campus with a teacher.

Communications

We recognize the importance of regular communication between staff and parents in the Early Years. We have an open door policy with regards to communication with parents. Parents are encouraged to talk to the staff about their child and where appropriate staff will communicate any comments or concerns at the end of a session. If a parent has anything to discuss at length they are asked to make an appointment after school hours. Any major concerns should be shared directly with the Early Years teacher just as it will be the Early Years teacher communicating major concerns to the parents.

Professionalism, communication, trust, goodwill and positive regard between faculty and families are necessary components of successful student learning. Our community has members from a wide range of backgrounds who may not always share a common approach to dealing with concerns. 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.*
2. Drop-in visits by parents during the school day are welcome. However, out of respect for the time needed to focus on student learning, parents with a concern to share must meet with teachers only by appointment. Parents are thanked for not interrupting the start or continuation of lessons.
3. If a parent has a concern regarding the well-being of their child student they should:
 - a. First, correspond directly with the teacher involved;
 - b. If the concern is still not resolved after a reasonable amount of time, correspond with the Counsellor and then with the Principal.

Volunteers

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.

Year Level Advancement/Retention

Teachers at EIS are highly adept at teaching students according to their 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 such a change would significantly benefit the student's learning with both long- and short-term considerations in mind then the following guidelines need to 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 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, Counsellor, 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 Principal from the students' teacher(s). The Principal will then finalise the decision.

Parent Council Charter

The Parent Council is a highly valued organisation that exists to support ongoing school improvement via fundraising and awareness campaigns. All parents and guardians of EIS students are automatic members of the Parent Council. Members of the Parent Council shall endeavour to:

1. Initiate promotional events and campaigns in an effort to support the continuous school improvement;
2. Seek agreement with the school administration in order to initiate and administer all Parent Council-sponsored events and campaigns;
3. Assist in the marketing of the school;
4. Publicly support the school, its students, faculty, administration, and board in all its endeavours;
5. Strive sincerely to continuously improve relationships and work as a team with one another and the Principal;
6. Be available to promote and support the work of the school and its employees;
7. Promote and advance the cause of internationalism in education;
8. Take a collaborative approach when contributing to school matters;
9. Make decisions as a Parent Council only at properly called meetings. Parent Council members recognize that individual members have no authority to take individual action in policy or in school administrative matters;
10. Record and publish minutes from all formal meetings for all members of the school community;
11. Express all concerns of a sensitive nature with people involved face-to-face;

12. Support decisions of the group after honouring the right of individual members to express opposing viewpoints;
13. Give careful consideration to all issues brought forward by individuals and particular groups of people;
14. Assist with the creation of a regular parent survey in collaboration with the Principal;
15. Attend regularly scheduled Parent Council meetings unless a situation occurs that makes attendance impossible;
16. Listen carefully and with courtesy when other people are speaking during meetings.
17. Cast a vote on all matters except when a conflict of interest arises.
18. Review, revise the Parent Council charter on a yearly basis, as appropriate, for submission and final approval of the Principal;
19. Participate in annual, formal self-assessment of the Parent Council's performance.

Parent Council By-Laws

1. Only the Parent Council Chair may call Parent Council meetings.
2. Decisions shall be made when quorum is present at a formal Parent Council meeting.
3. Quorum exists when a majority of the Parent Council executive members plus the Chair (or his/her appointed replacement) are present for a meeting.
4. The Chair will decide if any matters need to be voted on.