

PARENT/STUDENT HANDBOOK

2009 - 2010

Hellerupvej 22-26, 2900 Hellerup
tel: +45 3946 3300
fax: +45 3961 2230
e-mail: cis@cisdk.dk
web: www.cis-edu.dk

MISSION STATEMENT

Our mission is to develop the potential of each student in a stimulating environment of cultural diversity, academic excellence and mutual respect.

PHILOSOPHY

At Copenhagen International School we endeavour:

- to educate our students in a stimulating environment to the highest possible academic standards using the International Baccalaureate Programmes (PYP, MYP, DP).
- to educate world citizens who, celebrating both their shared humanity and cultural diversity, will shape a more peaceful world.
- to instil respect, tolerance, integrity and compassion; to promote the confidence and independence to be risk-takers; to create students who are open-minded, questioning and understanding.
- to be aware of the social and emotional needs of each individual student and work with the home in a caring atmosphere, to provide a sense of stability.
- to inspire creativity in each student in its broadest aspect and help to enlarge the human spirit both aesthetically and morally.
- to create students who are respectful of, and knowledgeable about, their local and global environment.

A.	INTRODUCTION	5
	School Administration 2009 - 2010	6
	School Offices (numbers are subject to change)	6
	CIS Calendar 2009 - 2010	7
B.	GENERAL INFORMATION	8
	Academic Programme	8
	Accidents, Injuries And First Aid.....	8
	Accident Insurance	9
	Additional Individual Student Support (AISS) - PYP and MYP	9
	Additional Individual Support in DP	10
	Admissions	11
	After School Activities	12
	Attendance And Lateness Policy.....	13
	Books	15
	Bullying	15
	Community And Parent Complaints And Grievances	17
	Complaints About School Personnel	17
	Complaints About The Curriculum Or Materials	18
	Conferences With Parents	18
	Dean Of Students	18
	Dentistry	19
	Detention	19
	Doctor Appointments.....	19
	Dogs.....	19
	Dress Code	19
	Drop Off And Pick-Up.....	19
	Emergency Contact Details	20
	Emergency Evacuation	20
	English As An Additional Language (EAL)	20
	Financial Procedures And Fee Schedule	21
	Governance	22
	Guardians	22
	Learning Assistance Programme (LAP)	23
	Library.....	23
	Lost And Found	24
	Lunches.....	24
	Medical Records	24
	Medication	24
	Mother Tongue Maintenance	24
	Nurse.....	25
	Parent-Teacher Association (PTA).....	25
	Psychology	26
	Public Transport	26
	Rules And Expectations For Student Behaviour	26
	School Photographs	27
	School Policies.....	27
	School Publications	27
	School Trips.....	28
	Smoking, Alcohol And Drugs	28
	Special Needs Teaching (Resource)	29

Speech Language/Occupational Therapy	29
Sports Activities	30
Student Councils	30
Telephones.....	30
Transportation	31
Tutoring	31
Valuables.....	32
Yearbook	32
C. PRIMARY SCHOOL SECTION.....	33
Assemblies	33
Birthdays	33
Course Of Study	33
Early Intervention Programme	34
Homework Guidelines	34
Playground And Behaviour Guidelines	35
Playground Supervision	35
Pre-Kindergarten Programme	36
Progress Reports	37
Promotion/Retention.....	37
Room Parents.....	37
Standardised Testing In The Primary School	37
Student Assessment	38
D. SECONDARY SCHOOL SECTION.....	39
Advisor/Advisee Programme	40
Counselling And Guidance Services	40
Course Of Studies	41
Final Exams	42
Grading	42
Graduation Requirements For Our Programmes	44
Homework Guidelines	48
Lockers	48
Lunch And Breaks	49
Practicum MYP 4	49
Progress Reports MYP 1 - DP 2	49
Promotion/Retention.....	50
School Trips.....	50
Standardized Testing In The SECONDARY School	52
Study Periods	52
University Application Procedure.....	52
Abbreviations, Glossary And Grade Placement.....	53
Last modified 25/08/2009 15:22:00.....	53

A. INTRODUCTION

Welcome to Copenhagen International School. This handbook provides basic information about the forthcoming school year and the procedures at Copenhagen International School.

This handbook is continuously updated and amended. As such changes are bound to occur. Please check our website www.cis-edu.dk for the most up-dated version of this handbook.

The handbook is organized as follows:

A. Introduction

Information about the organisation of the school.

B. General Information

Information for students and parents.

C. Primary School Section: PreK to PYP 5

Information relevant to the Primary School.

D. Secondary School: MYP 1 to DP 2

Information relevant to the Middle (MYP 1 - MYP 3) and Senior School (MYP 4 -5 and DP 1 - 2).

Information in sections B to D is listed in alphabetical order.

SCHOOL ADMINISTRATION 2009 - 2010

Administration

Mr. Peter Wellby	Director
Dr. Simon Watson	Secondary School Principal (MYP 1 - DP 2)
Mr. Darren Davies	Middle Years Programme Deputy Principal (MYP 1 - MYP 5)
Mr. Heikki Soini	Primary School Principal (Grades PreK - PYP 5)
Ms. Samantha Fern	Deputy Principal of Primary and IB Primary Years Programme Coordinator
Mr. Poul Michael Fanøe	Business Manager
Ms. Pamela Winthrop	Development Director

SCHOOL OFFICES (numbers are subject to change)

Main Line		39 46 33 00
Audrey Amos-Frederiksen	PA to Director	39 46 33 06
Thomas Nielsen	Admissions Officer	39 46 33 15
Karen Watts	Head of Student Services	39 46 33 00
Barbara Coyle	Admissions Coordinator	39 46 33 01
Suzanne O'Reilly	Primary School Administrative Coordinator	39 46 33 11
Lesley McDonald	Secondary School Administrative Coordinator	39 46 33 09
Mette Trock-Jansen	PA to Development Director & Middle School Principal	39 46 33 07
Karina Lindquist	Payroll Accountant	39 46 33 16
Carsten Brinch	Bookkeeper	39 46 33 14

CIS CALENDAR 2009 - 2010

August 19 th	First day for new students
October 10 th - 18 th	Autumn Break
December/January 19 th Dec - 10 th Jan	Christmas Holidays
February 13 th - 21 st	Winter Break
March/April 27 th March - 5 th April 30 th	Easter Break Common Prayer Day
May 13 th - 14 th 24 th	Ascension Day Pentecost
June 23 rd	Last Day of School

B. GENERAL INFORMATION

ACADEMIC PROGRAMME

The school's curriculum is international in nature. Upon successful completion of the course of studies, students will be prepared for higher education in their home countries or elsewhere. The language of instruction is English and, where appropriate, the school provides support to students who do not have an adequate working knowledge of English (EAL instruction). When students have little or no English, the school offers intensive language instruction through the Additional Individual Student Support Programme (AISS) at additional cost to parents.

The School Board views the learning of basic skills as a continuing process, with individual skills taught in each course, class programmes or activity, as well as the integration of these skills in other subject areas. For those students who need limited special assistance to succeed in learning, a Resource Centre is provided.

Instilling and developing the responsibility of the students for their own education and for their personal development is part of the instructional process.

To further these goals the School Board has adopted the following educational programmes: (Specific course of studies related to these programmes are found under the appropriate section).

1. The Primary Years Programme (PYP) for PYP 1-5 (Kindergarten 1 to Grade 5).
2. The Middle Years Programme (MYP) for MYP 1-5 (Grades 6 through 10).
3. The Diploma Programme (DP) for DP 1 & 2 (Grades 11 and 12). All students follow the Diploma Programme throughout DP 1 & 2. Upon successful completion of the course of studies, students receive an International Baccalaureate Diploma and a High School Diploma, achieved through studying for the IB Diploma.

ACCIDENTS, INJURIES AND FIRST AID

The school has a full time nurse on staff. In addition, several staff members have been trained in First Aid and First Aid kits are located in the Primary School and Secondary School offices. Whenever a student is injured at school or requires first aid, the student will be given immediate attention. Every effort will be made to contact the parents, either at home or at work. If necessary, Falck (the Danish emergency service) or the local ambulance service will be contacted to take the student to the casualty ward at the local hospital, Amtssygehuset in Gentofte, Niels Andersens Vej 65, Hellerup tel: 39 77 39 77, (a five minute journey). The student will be accompanied by the nurse and a member of the faculty or administration who will stay with the student until a parent or relative arrives. It is important that all families provide the school with emergency contact details, including mobile phone numbers, for use in the case of accident or injury.

ACCIDENT INSURANCE

In Denmark the general rule is that children are covered by their family insurance. A standard Danish insurance will cover children at least until they turn 19. It is therefore the responsibility of the parents to ensure that their children are sufficiently covered while they are in school or on school trips.

Students are only covered by the school's insurance - on campus or on school trips anywhere in the world - in case of serious accidents leading to disability (fully or partially) where compensation of up to DKK 265,000 will be paid out and a sum of up to DKK 5,000 for dental injuries other than from chewing.

Students are otherwise covered by the yellow CPR card which they receive when the family has registered with the local Danish authorities (kommune). The card also functions as an insurance card when it becomes necessary to see a doctor or go to hospital. The card is only valid within the EU. A number of countries outside the EU, for example Norway, Switzerland, and the small countries of Europe such as Andorra, Liechtenstein, Monaco, San Marino and The Vatican State also honor the card.

Transport home due to illness or an accident is not covered except in the Nordic countries. Please note the refund will cover the additional cost incurred due to the illness/accident. Parents therefore have to ensure that they have insurance that covers transport home for their children.

Children of parents with diplomatic status are not eligible for a yellow CPR card. If they are from EU countries they can obtain an EU health insurance card from their respective Danish kommune provided they submit a form brought from their home country. This card must be renewed annually. In line with the above, parents must ensure that they have insurance that covers transport home.

The yellow card does not cover travel outside Europe and students must be covered separately.

Students who spend a period on a practicum assignment at a business are covered by the school's third-party insurance during the assignment.

The school has an agreement with Falck to ensure transport to the hospital in case of emergencies or accidents.

ADDITIONAL INDIVIDUAL STUDENT SUPPORT (AISS) - PYP AND MYP

Students who require support beyond the normal resources of the school will be referred to the AISS Programme. Support may be for students with little or no conversational English as well as for students with physical, emotional, behavioural or severe learning difficulties. This programme requires that the parents provide additional funding. The programme is individually designed and may take many different forms including a combination of the following:

- individual in-class support
- individual pull out programme
- individual tutoring

All students referred to the AISS Programme will have an Individual Education Plan (IEP) to outline goals, objectives, teaching strategies and materials as well as differentiation strategies for the student within the class setting.

The need for AISS support is usually identified through the admissions process. The Head of Student Services will advise the Admissions Officer when support is needed in order that an appropriate programme may be provided for a student seeking admission. Following consultation with the parents regarding the amount of support and additional costs, an appropriate support person will be hired. Students will not attend school until support is in place.

Occasionally students already attending the school need some additional support outside of the resources available within the school. Tutors and other support persons may be hired through this programme. Contact the Head of Student Services for more information.

AISS support may be as little as 2 hours per week or as much as 20 hours per week depending on the needs of the student. The AISS staff complete weekly time sheets and are paid directly by the school. The school bills the parents for the AISS support their child receives.

The implementation of the AISS Programme is coordinated by the Head of Student Services with support from the Student Services Team. The Team members are responsible for direct supervision and programme planning in collaboration with the AISS team member and the classroom teacher.

The AISS team member may be a qualified teacher, a teaching assistant, a speech pathologist or an occupational therapist depending on the needs of the individual child. This team member may be a member of the school staff, a resource person from the broader community, or a person hired specifically to work with one or more students on an hourly basis.

ADDITIONAL INDIVIDUAL SUPPORT IN DP

From Individual Needs to Special Needs

Within the parameters of the DP programme, CIS offers different types of support suited to individual and/or special needs, at all times in an effort to support the work and initiative of the individual student. The support falls in three categories.

1. Individual Needs

In the DP section of the school, three supportive options are automatically available to the students in addition to regular classes. First of all, **subject teachers** will be happy to help with specific questions outside class. Secondly, each student will be assigned to an **advisor group**. The advisor groups will meet once a week to work on a wide range of conditions significant to students' chances of success in the DP programme, including study techniques, time management, reading strategies as well as day-to-day issues related to workload and school procedures. Finally, the **Senior Years Counsellors** are available to the DP students to discuss any issues that affect a student's life. The Counsellors work in complete confidentiality.

2. Special Needs - CIS

In their advisor groups, students will be **screened** in two crucial areas: their reading skills and their study skills profile. If the results show that individual students seem to have weaknesses, the Senior Years Counsellors will invite them for individual discussions and may recommend further testing. If special needs are identified, the school can suggest a number of **additional initiatives** including regular meetings with relevant subject teachers and/or advisors, regular meetings with the Senior Years Counsellors, EAL, regular meetings with the special needs reading instructor (typically in cases of dyslexia or similar reading difficulties), or referrals for external help, including special examination conditions granted by the IB.

These special needs arrangements require the approval of the **Review Committee**, and teachers who feel that individual students should be considered for such arrangements can also **refer students** to the Committee.

3. Special Needs - IB

In the DP section of the school, **only one programme** is available to the students at the moment. The IB sets the requirements for the skills, knowledge and understanding that students must demonstrate at the end of their two DP years. The school has no influence on these requirements, so it is not possible to introduce a modified programme for students in grades 11 and 12. Students can complete the programme either as **Diploma** students or **Certificate** students. Diploma students must study six subjects - three at Higher Level and three at Standard Level - and complete an Extended Essay, the course in Theory of Knowledge and the Creativity-Action-Service programme. Certificate Students will follow classes in a number of subjects to be decided on an individual basis with due consideration for students' plans for further education. All academic requirements are set by the IB for both categories of student.

Finally, the IB can grant **Special Assessment Arrangements** to individual students. These are granted on the basis of applications that need to be accompanied by relevant recent test results. Please note **the early deadline** for such applications: the end of October in a student's DP1 year; for details please see the DP Coordinator and the relevant sections of this handbook.

ADMISSIONS

Admission to school is decided on the basis of several criteria: age, previous schooling and placement assessment. Age guidelines in the early childhood years are the following:

To enter PYP PreK	3 years old before 1 st September of entry year (must be toilet trained)
To enter PYP K	5 years old before 1 st October of entry year
To enter PYP 1	6 years old before 1 st October of entry year

The School adheres strictly to established class sizes. Class size in PYP 1 through to DP 2 is 22, with 16 children in PreK and 20 in K.

Admission is based on the ability of the school to provide a suitable programme of studies for the student. The school reserves the right to refuse admission to an applicant who does not meet the minimum requirements for his/her age.

Student Support Services at Copenhagen International School strive to provide the support needed for students to be successful. The support we are able to provide a child depends upon the proposed programme's adaptability in the specific classroom and grade level, finding appropriate personnel and the number of children already in support programs at a certain grade level.

The final decision for admission is based on previous school history (reports in English), medical history, placement tests, interviews with staff, and collaboration with professionals from most recently attended schools.

The school will accept students with mild to moderate learning disabilities and support them through the Resource Programme. The school will only accept students with severe learning disabilities and other special needs when they are supported through the Additional Individual Student Support Programme (AISS) at additional cost to parents. An Individual Education Plan (IEP) will be developed for these students.

Where parents do not openly declare learning difficulties on the application form, a student is likely to be refused admission when such difficulties are discovered at placement testing or afterwards.

Since English is the language of instruction, students must be able to use English adequately in order to succeed in classes.

Students who arrive part-way through an academic year with inadequate English are admitted into the school's intensive EAL Programme (AISS) at additional cost to parents. The intensive EAL Programme is provided within the regular school day and may require students to be withdrawn from some or all of their academic subjects for a short period of time (three to six weeks).

For additional information, please contact the Admissions Office at admissions@cisdk.dk

AFTER SCHOOL ACTIVITIES

At Copenhagen International School there is a comprehensive After School Programme created to suit the needs and wants of students and parents. Popular and top quality after-school activities are provided by professional and experienced instructors.

After School Activities start two weeks after school resumes. There are three sessions during the school year and each session runs between 10 and 12 weeks. For primary school students activities run from 15:00-16:00, times vary for the MYP activities. Primary School activities are available from PYP 1 onwards. A small fee is payable for some activities. These will be invoiced once the season has started. Further information will be given during the orientation evenings at the beginning of the school year.

If you have any suggestions or comments about PYP After School Activities program please feel free to contact Denise Turner at deniseturner@cisdk.dk; for MYP After School Activities program please contact Daniel Cooper at danielcooper@cisdk.dk.

ATTENDANCE AND LATENESS POLICY

The school's instructional programme requires students to attend school regularly and on time. Daily class attendance is a condition for fulfilling credit requirements, course completion obligations, and general academic progress at the school. Class credit is earned by the student's participation in class through discussion, written work, and examinations. The student must be in class to earn credit. Students whose attendance is not regular may be put on academic probation to ensure that they have the academic basis on which to proceed to the next grade level.

Therefore, students should be absent only for necessary and important reasons such as illness or family/personal emergency. Absence for any other reason, such as an extended holiday will be marked as an "unexcused absence". The school seeks the cooperation of parents in exercising the utmost discretion in excusing their children from school and parents are asked not to take their children on trips during the school year. It is understood that emergencies do occur and families must leave unexpectedly. In such cases, it is best to contact the Principal immediately. The school also recognizes the right of families to celebrate national or religious holidays together. If such a holiday occurs on a school day, the student can be excused if a written request is made in advance. The school must be notified of planned absences using a 'Known Absence Form', which is available from the School Offices.

Students from the Secondary School who miss work due to absence from school are expected to make up the work they have missed upon their return. It is the student's responsibility to ask the teachers for the missed work and agree to a suitable time frame for handing in any missing assignments.

Teachers are not required to set work for children who miss school days for a holiday.

The Primary and Secondary School Administrative Coordinators are responsible for overseeing attendance procedures in school and for ensuring that:

1. attendance and lateness is checked and reported daily
2. daily record of attendance and lateness is maintained
3. explanations are required by parents for all absences

Parents must contact the Primary School office on 39 46 33 11 or email suzannem@cisdk.dk, or the Secondary School office on 39 46 33 09 or email lesleymcdonald@cisdk.dk whenever their child is absent for any reason.

Primary School Lateness Policy

Arriving at school on time each school day allows your child to make the most of his/her daily learning opportunities. Students who are continually late for school often miss important news of the day as well as instructional time.

When a child has been late for school more than five times, a "late slip" will be sent home and will be kept on file. This form must be signed and returned the following school day.

Middle School Lateness Policy

The school requires all students to attend school on time and be prepared for classes.

Students are required to arrive on time for each class with the necessary textbooks and the required course materials. Students are encouraged to use the time before the start of regular classes in the morning and during the lunch break to gather their required materials for the upcoming classes.

A student who is late for school or a particular class, for any reason, must go to the Secondary School Office to collect a late slip. Students who arrive late and miss registration may not go straight to their first class. Any student who does this will be given a lunch time detention.

If students have a note from their parents they may be excused for being late, depending on the reason, but when a student receives an 'unexcused late', the lateness will be recorded.

When a student has 3 unexcused lates, he/she will be required to serve an administrative detention during the school lunch break.

A letter will be sent home to parents informing them of the detention.

Failure to attend this detention will result in an additional one-hour detention after school to be served later in the same week. Failure to attend this detention may result in a one day suspension and a letter to the effect will be placed in the student's file.

The student's advisor and the MYP Counsellor will consult with parents as necessary to ensure that lateness does not affect a student's education.

DP Absence and Lateness Policy

In cases of absence or lateness, please follow this procedure.

1. If a student misses or is late for a class, the student must approach the teacher in question with an explanation. Teachers will initially take up matters regarding attendance with individual students. In cases where students are repeatedly late for first period classes, teachers will immediately inform the Secondary School Administrative Coordinator who will then notify parents.
2. Students who will be absent for more than just a single period in a day must contact the Secondary School Administrative Coordinator before 9 am on the day in question and provide an explanation for the absences. The Secondary School Administrative Coordinator will enter the information on Veracross immediately. Extended periods of known absences must first be approved by the Principal, and students should discuss their absence with their teachers.
3. The Dean will monitor attendance on a regular basis, and teachers will refer matters regarding attendance to the Dean.
4. Where attendance or lateness is becoming an issue, the Dean will then open discussions with the student to try to find a course of action to minimize absences.
5. If the problem persists, the parents of the student in question will be involved in a new attempt to reduce absences.
6. If the second plan fails, the Secondary School Principal will be informed.

7. Students with more than ten days of unexcused absences will be barred from extracurricular trips.
8. Students will be placed on probation for their SU grant and for graduation from CIS.
9. Student will be asked to leave CIS.

If your son or daughter is going to be absent or late please let the Secondary School Administrative Coordinator, Lesley McDonald (lesleymacdonald@cisd.dk), know as soon as possible. She will then inform the teachers, and your son or daughter will not have an unauthorised absence.

In the Diploma Programme students' absence and lateness will be recorded as a permanent record on their reports. Parents will be informed when repeated absences occur.

BOOKS

Students are issued books at the beginning of each year, or when they enter the school, at no cost to the student. It is the student's responsibility to take good and proper care of the school books, which are to be returned at the end of the school year, or when the student leaves the School. The student will be responsible for the cost of any books or other property or materials that have been lost or damaged, and school records will not be issued until the School is reimbursed. This policy includes library books as well as other resource materials.

Primary School students are issued book bags to help protect their books. Lost or damaged book bags can be replaced at anytime at a cost of kr. 50 in the Primary School Office.

BULLYING

There is an anti-bullying policy at Copenhagen International School.

***Bullying** is repeated, long-term negative behaviour, which leads to an individual or group being victimized by another individual or group. It can be verbal, for example, teasing, rumour-spreading, insults and name calling. It can be physical, for example, physical violence or violation of personal property. It can be direct, as described, or indirect, such as social isolation or being excluded from a group. It can be electronic, for example, text messaging or cyber-bullying. Bullying creates an imbalance of power in which the victim can lose status and self-esteem.*

School Approach:

Copenhagen International School approaches bullying in a proactive and constructive manner. 'Respect for yourself and respect for others' is a principle core to the School. Students with relationship issues are identified as soon as possible and intervention is provided through counselling or mediation. Students with social and/or behavioural issues are identified as soon as possible and an intervention plan is put in place.

Through collaborative efforts of administration, parents and staff, awareness of expectations for the way people treat each other in the CIS community is constantly in

the forefront. Through advisor classes, assemblies, and small and large group work, strategies are taught for identifying bullying, dealing with bullies and preventing victimization.

A. Proactive Strategies:

1. Students perceived as being at risk of becoming bullies or victims are identified.
2. The advisor and a counsellor work with the students and their parents.
3. Strategies are put in place and shared with staff.
4. Strategies are reviewed regularly with changes made as necessary.

B. Process for Dealing with Incidents:

Incidents are dealt with on an individual basis. The process is as follows:

1. Individual incidents are reported to the counsellor or Principal.
2. The counsellor and/or Principal intervene immediately.
3. The incident and intervention are documented.
4. Parents are informed of the incident depending on the severity (at the discretion of the Principal). Copenhagen International School teaches students to take responsibility for sharing this type of information with their families.
5. When repeated intervention is necessary, a parent conference will be called.
6. Incidents of bullying involving physical or emotional violence may result in suspension (at the discretion of the Principal).

C. Intervention Strategies:

- **Anti-bullying curriculum as part of the Middle Years Programme:**

The anti-bullying curriculum will be integrated throughout the programme as much as possible but will be one of the focuses of the Advisor Programme. The curriculum will be broad based and include the identification of bullying behaviour, strategies for dealing with bullying behaviour and strategies for prevention.

- **Counselling and Consultation:**

Counselling and consultation will be provided on a short-term basis. However, students and parents will be referred to professionals in the community when more long-term counselling is required.

- **Mediation:**

Students with relationship issues are brought together with the counsellor or Principal and a solution is negotiated between them.

- **'No Blame' Approach:**

This approach is used for early intervention. A group of students is made aware of a victim's distress and asked to suggest solutions. This is particularly useful when dealing with group disrespect or name-calling.

- **Mentoring:**

Students with on-going social difficulties often benefit from having an adult or older student mentor for connection, problem-solving and modelling.

- **Individual Programmes:**

Students may require individual programmes to learn to manage anger or impulsive behaviour. For example, demystification of learning disabilities including Attention Deficit Disorder (ADHD or ADD) may also be required in order for a student to develop healthy self-esteem.

COMMUNITY AND PARENT COMPLAINTS AND GRIEVANCES

Constructive criticism of the school, its programme and procedures, and its employees is welcome when it is motivated by a sincere desire to improve the quality of the school and to help the school do its work more effectively. The Administration, the Staff and the School Board will listen attentively and courteously to parents and interested citizens who have a concern or complaint about the school and will seek to respond to such concerns or complaints in a spirit of openness and willingness to improve.

In general, complaints are best resolved at the classroom level where they arise; between parent and teacher or student and teacher. Should a parent feel that a problem has not been properly resolved, he/she may request a meeting with the Principal; should the problem still not be resolved to the parent's satisfaction, the Director should be consulted. In the event the matter is still not resolved the parent can appeal the matter to the Board.

In the DP years, for academic matters, parents should first approach the teacher directly. If the matter needs to be taken further, the sequence should be: Advisor, DP Co-ordinator and if the matter still has not been resolved, the Principal.

Anonymous complaints and petitions will not be considered. Discussions regarding complaints and suggestions are confidential.

Should parents wish to present a complaint or grievance to the Board, there is provision for this prior to the regular monthly Board meetings. Requests for such meetings must be made at least seven (7) days before the meeting through the Director's Personal Assistant. A copy of the policy governing this procedure is available on request from the Director's Personal Assistant.

COMPLAINTS ABOUT SCHOOL PERSONNEL

The school trusts its employees and wishes to support their actions so that employees can perform their work free from unnecessary or negative criticism and complaints. For that reason a complaint about a teacher, administrator or other staff member will be discussed promptly and openly with the person about whom the complaint was made, and the person receiving the complaint will do everything in his/her power to ascertain the facts of the matter before making any kind of response to the complaining party or making any kind of commitment or promise.

If, through an investigation, the complaint appears to have merit, the supervisor of the employee about whom the complaint was made will arrange for a meeting of all parties concerned. If the matter cannot be resolved, the Director will be involved. The Director may arrange for a confidential hearing of the matter with the Personnel Committee of the Board. Every effort will be made to give everyone a fair and unbiased hearing and to protect the employee's professional and personal rights.

COMPLAINTS ABOUT THE CURRICULUM OR MATERIALS

From time to time an individual parent or a group of parents may take exception to a particular class or textbook or library book. Opinions sometimes differ about the appropriateness of certain curriculum offerings or instructional materials.

Parents may formally query instructional materials or course offerings by taking the complaint to the teacher or to the Principal of the relevant school. The Principal may convene an ad-hoc committee made up of teachers, administrators and other persons as deemed appropriate by the Principal to consider the instructional materials or course. The person filing the complaint will be invited to take part in the ad-hoc committee's discussion, and to present his or her views in detail.

The Principal may arbitrate alone or with the assistance of an ad-hoc committee. A decision will be rendered as soon as possible but no later than two weeks after the initial complaint was made. If the complaining party is not satisfied with the decision, he or she may appeal to the Director. If the matter cannot be resolved by the Director, the matter may be appealed to the Board.

CONFERENCES WITH PARENTS

Progress reports alone cannot provide a full picture of a student's academic achievement. To this end, parent conferences are held twice a year, so that parents can meet with all their children's teachers. Letters are sent out in advance of the conference dates to enable parents to make appointments convenient to their schedules. Please make a note of the dates of the conferences, which are published at the start of the school year.

Parents are encouraged to contact their children's teachers at any time if concerns or questions arise. Teachers are willing to meet and talk with parents at a mutually scheduled time, or to discuss concerns over the telephone. To make an appointment, please email your child's advisor or class teacher. Email addresses for all teachers can be found on the school's website www.cis-edu.dk.

DEAN OF STUDENTS

The Dean of Students has overall pastoral responsibility for the students in their part of the school. This includes monitoring the social and emotional development of students, as well as students' academic performance and any minor discipline issues which may arise. New student placement, the coordination of student social events and communications between Copenhagen International School and home all fall under the Dean of Students responsibilities.

DENTISTRY

For students 15 years of age or younger who have a CPR Card (Sygesikringsbevis), free dental care is available through the Kommune School Dental Service. You will receive a notice from your Kommune's school dentist once you have received your Danish CPR number. For those not eligible for this service, local dentists will normally provide dental care privately for a fee.

DETENTION

While the school believes in using punishment sparingly, action will be taken if a student acts outside of the behavioural expectations of the school or repeatedly fails to attend classes or meet deadlines for assignments and projects. In these cases, the student may be given detention and prohibited from participation in activities that she/he might otherwise have joined.

DOCTOR APPOINTMENTS

Students must bring a note from parents whenever they have been absent for medical or dental appointments. Secondary School students must bring notes from parents and present them to the Secondary School Office Administrator and inform the office when they are leaving school and then again when they return to school. Wherever possible, the school should be notified in advance of any such absence. Note that Primary School children are not permitted to leave school alone during the school day; they must be collected by a responsible adult.

DOGS

Dogs are not allowed anywhere on the school site.

DRESS CODE

There is no school uniform at Copenhagen International School though everyone is expected to dress in a neat, clean and modest manner appropriate for the particular school day or school activity. Students should dress appropriately for the weather as well.

DROP OFF AND PICK-UP

The gates are open for dropping children off between 8:25 and 8:45 in the morning and 14:45 and 15:10 in the afternoon.

Parents dropping off and picking up children at school are asked to observe the following rules:

1. Entrance to the School “drop off zone” must only be made by turning right into the School (from the direction of Strandvejen). No one should make a left turn into the School.
2. Exit from the School “drop off zone” can only be made by turning right on exiting the gates and leading in the direction of Hellerup Station.
3. Cars bringing children into the school grounds should move as far as possible along the “drop off zone” before children are allowed to leave the car. If there is a traffic jam, parents should wait in the queue until a regular “drop off” spot is secured.
4. When dropping children off, the children should exit the car on the curb side. Children should be organized with their bags etc, ready to get out. Parents should not have to leave their seat.
5. Cars should only remain in the “drop off zone” as long as it takes the children to leave the car. Parents should then exit the grounds immediately so that other cars can enter.
6. Where young children are involved, parents may choose to park in the internal (or gymnasium) car park. Please note that cars must be removed by 9 am from the area behind the gates. A sticker is required and can be collected from the school reception. Short term parking can also be found on Hellerupvej.

EMERGENCY CONTACT DETAILS

Every student must have a complete and up-to-date family contact form and student medical record form on file. In the case of accident or illness, the order of calling is as follows: (1) Parents at home, (2) Parents at work, (3) Family friend, (4) Emergency services. In the case of a serious emergency, emergency services will be called first.

EMERGENCY EVACUATION

In the event of an emergency in school, an alarm will sound continuously, signalling to teachers and students that they should evacuate the building. A plan for the orderly evacuation of students is reviewed annually to guarantee that students can exit the building quickly and safely in the event of an emergency. An evacuation practice drill is held each semester.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Copenhagen International School uses English as its language of instruction. CIS offers English language support at different levels for all students whose first language is other than English in order that they may participate fully in all aspects of their school life.

The EAL Programme provides instruction in the skills of listening, speaking, reading and writing. The programme focuses on developing and consolidating students’ effective use of receptive and expressive vocabulary skills, reading, decoding and comprehension skills, grammar and written language skills. Students are identified for EAL through the Admissions process. Support is provided at three levels (beginner, intermediate and advanced).

Students who have little or no conversational English will be provided with intensive level support through the Additional Individual Student Support Programme (AISS). This level of support is an additional cost to parents. Students will receive one-to-one instruction and will not attend all of their academic classes until basic conversational English can be communicated and understood. This is usually short-term in duration (three months) but may be extended in consultation with parents.

Students who have a very basic knowledge of English will be instructed at the beginner level through scheduled EAL classes. Students may be withdrawn from a language or an academic subject depending on the needs of the majority of students in the group. The instruction at this level will focus on expressive and receptive vocabulary development and instructional material will parallel aspects of the mainstream curriculum as much as possible.

Students with a more well-developed knowledge of English will be provided with support at the intermediate/advanced level through scheduled EAL classes and unscheduled tutorials. Students may be withdrawn from a language or an academic subject depending on the needs of the majority of students in the group. Some support may be given in regular classes. The instruction at this level will be content based and will focus on grammar and written language.

In the Diploma Programme, EAL is offered to the students who require English language support.

FINANCIAL PROCEDURES AND FEE SCHEDULE

Copenhagen International School generates revenue from two sources: tuition fees and subsidies received from the Danish government. These subsidies have made it possible for the School to keep fees lower than are charged at International Schools in other countries. School subsidies are granted for the calendar year and are based on the number of students with a CPR number attending the school on 5th September.

A Danish CPR (Central Personnel Register) number is mandatory for all students attending Copenhagen International School, as without the CPR number the School will not receive any subsidy from the Danish authorities. As such, an extra fee will be charged if a student who is attending the school by 5th September has not received his/her CPR number by that date. The fee is to offset the loss of the state subsidy for the student for one year.

It is important to point out that Copenhagen International School does not at present receive any subsidies from the Danish government in respect of the Pre-Kindergarten classes. This is due to the fact that this is not an acknowledged education according to the Danish authorities, as Danish children at this young age are normally attending a kindergarten with a different educational concept to that at our School. Pre-Kindergarten students may, however, obtain a personal subsidy from the local authority, which could defray part of the tuition cost. Please see the Business Manager for more information.

Fees, DKK

APPLICATION	2,500	Must accompany Application Package. Non-refundable.
REGISTRATION	22,500	Must accompany Application Package. Non-refundable after student has accepted offer of a place. The Registration Fee may be added to the Tuition Fee for the first year. Please enquire with Admissions Officer.
TUITION		Payable by 5 th May for the School Year starting in August.
	105,000	PYP Pre-Kindergarten
	84,000	PYP Kindergarten
	84,000	PYP 1-5 (Grades 1 - 5)
	89,000	MYP 1-3 (Grades 6 - 8)
	95,000	MYP 4 (Grade 9)
	107,000	MYP 5 (Grade 10)
	120,000	DP 1-2 (Grade 11 - 12)

For further information please visit our website www.cis-edu.dk

GOVERNANCE

The Copenhagen International School is a private, non-profit school operating under Danish laws and regulations. It is governed by a School Board which delegates the responsibility for the daily operation of the school to the Director. The School holds an annual meeting for parents which should be held, at the latest, in May of each year, at which time elections to the School Board are held. Of the eleven members, eight are elected positions, each election being for a two year term.

The three non-elected members may be appointed by the elected Board to one year terms which are renewable. Should a member of the Board resign during his/her term, the Board may call for a special parent vote to select a replacement for the leaving member for the length of the term remaining.

The School Board is responsible for setting policy that defines the scope of the School's educational programme and for the financial integrity of the School.

GUARDIANS

Students whose parents are not living in Denmark must have a legal guardian in the country. The School must be given a letter signed by this guardian with full contact details which acknowledges the guardian's responsibilities to the student and the School in the form established by the School.

No student may live alone, even if they are over eighteen, while enrolled at the school. If their parents are abroad, they must stay at Bagsværd Kostskole, a local boarding school, or stay with friends of adult age, or with an adult third party who agrees to act as a full guardian and is living on the same premises.

Normally a student under eighteen who is not Danish will only be granted a student visa for one year if his or her parents are not actually living in Denmark.

LEARNING ASSISTANCE PROGRAMME (LAP)

The LAP Programme is a volunteer programme staffed by parents and senior students (DP 1 and 2). The programme is designed for students who may benefit from additional one-on-one support within the school setting. The programme is administered by the LAP Coordinator who works closely with the relevant Counsellor and the Student Services Team.

The school is a community of learners. Volunteer support by parents and students encourages and develops a sense of community service and involvement. In addition, students who receive the service are aided in maximizing their learning potential and supported in developing the love of life-long learning.

Students referred for LAP may have a variety of needs. They may need support for any of the following: classroom work, long-term assignments, organization, study skills, second language practice, vocabulary development, extension of an interest, project work, development of communication and social skills.

The LAP Programme is almost always delivered one-on-one during or immediately following the school day. Sessions are held once or twice a week with each session lasting about 40 minutes to an hour. Secondary School students with LAP support often receive assistance with projects and long-term assignments through e-mail. They also benefit from a mentor who helps them learn organizational skills and encourages them to keep up with their assignments as they begin to pile up.

LIBRARY

The school library is integral to and supportive of the school curriculum. The school's collection includes books, magazines, newspapers and videos/DVDs.

The library is equipped with 16 computers which are connected to the Internet and a website (www.cis-edu.dk, click on Library) where research information, a list of recommended books, and subscription databases are available to students.

Except for reference materials and current newspapers and magazines, all materials circulate throughout the school community.

Staff, students and parents are responsible for all borrowed materials. A replacement fee will be charged in case of a lost item.

The library is open Mondays through Thursdays from 7:45 to 17:00 and from 7:45 to 16:00 on Fridays.

LOST AND FOUND

A collection of lost and found articles is kept by the school. Valuable items that are found such as watches, jewellery, wallets, etc, are kept in a secure place in the Secondary and Primary School offices. Whenever a student or parent realizes that something may have been lost, it is best to check with the office for assistance.

Periodically, the clothing collection of lost and found articles will be given to charity. Notice will be given to families at school well in advance of the removal of these articles to charity.

All items belonging to your child must be marked in some way to identify the owner.

LUNCHES

The school offers all students in PYP1-DP2 a choice of hot lunches. Further information can be found on our website www.cis-edu.dk.

MEDICAL RECORDS

Every student must have a complete and up-to-date medical record form on file. These forms will be sent home at the beginning of each school year and should be completed and returned to the school immediately.

MEDICATION

Any prescription/medication a student brings to school must have clear written instruction from home as to the dosage of the medication and which adult should administer the medication. The main office should be notified in writing of this medication. In the case of Primary School students, the teacher will keep the medication secured and will administer the medication. In the case of Secondary School students, medication must be locked in the lockers at all times.

MOTHER TONGUE MAINTENANCE

As a school we believe that it is vital that students should maintain their mother tongue. The school will assist any group of parents who wish to set up a mother tongue programme. Please contact the Principal in the relevant section of the school for information on existing mother tongue programmes or support in setting one up.

NURSE

Copenhagen International School has a full time employed School Health Nurse, Charlotte Zeeberg. Her office is located in the Main Building's B floor in the Student Services Centre.

She can also be reached via phone 3946 3327 or e-mail: nurse@cisdk.dk .

Every school year the School Health Nurse will screen students from K3 to MYP 4. Your child will receive an Individual Health Examination and receive a talk about Health and Nutrition in general.

The School Health Nurse visits classrooms on a regular basis. Her visits will include talks about Health and Health Promotion issues such as:

- The Body and its Development
- Nutrition and Exercise
- Puberty
- Sexuality
- Smoking

These classes are intended to equip your children with the best knowledge-based tools to facilitate their understanding and handling of these matters. Please contact the CIS School Health Nurse with any problem your child may be facing, which could directly or indirectly affect their well-being and performance at school.

PARENT-TEACHER ASSOCIATION (PTA)

All members of the parent and teacher bodies are automatically members of the PTA for the school year. The PTA membership fee is included in the school tuition. The main purpose of the PTA is to serve the students of the school. The objectives and functions of the PTA, therefore, will be to promote activities that further the welfare of the school and students, and better understanding between parents and the school. These activities will include the following:

- (a) arranging meetings and discussions
- (b) arranging and encouraging fund raising and social activities for the benefit of the students
- (c) facilitating the circulation of information and contacts beneficial to its members.

The PTA officers are elected each spring from a set of candidates nominated by the parents. An Executive Board composed of the officers, parents representing the classes of the three divisions of the school, teacher representatives of the three divisions, and the school administration is charged with the management of the PTA and its activities.

The PTA offers an opportunity for parents to volunteer in various ways in the school. Committees for organizing special events, hospitality, fundraising, bake sales, book sales, and the like are typical annual activities. Parents are encouraged to serve and support the school through the various events and activities sponsored by the PTA.

PSYCHOLOGY

A variety of services are provided through School Psychology including classroom observation, parent and teacher consultation, psycho-educational assessment and programme planning. The Head of Student Services is a qualified educational psychologist who is available to support parents, teachers and students. She is able to complete up to eight psycho-educational assessments each school year.

The Kommune psychologist is also available for assessment with students whose first language is Swedish or Danish. She can complete 2-3 assessments per year. The Kommune psychologist is very helpful in supporting staff and parents with finding resources and professional support within the Danish community.

Students who are recommended for psycho-educational assessment are placed on a waiting list and are assessed according to need. For parents who wish to have their child assessed privately, there are professionals within the broader Danish society as well as some national institutions.

For procedures relevant to DP students, please see the section on Additional Individual support, page 10.

PUBLIC TRANSPORT

Transportation options to Copenhagen International School include the public transportation system of buses and trains. CIS is a short walk from Hellerup train station. If you use public transport at least four days a week it is worthwhile to buy a monthly or quarterly transport card from any DSB train station. Otherwise, the cheapest alternative is to use the “klippekort” that contains 10 trips. The cost depends on the number of zones you travel through between home and school.

Students may be eligible for a subsidy towards the cost of the public transportation to and from school. CIS is awarded a small sum each year for such purposes by the government. To apply, please send a letter or email to the Business Manager before the end of September stating the name, grade and CPR number of the student(s), the monthly cost of transport and why a subsidy is required. It is important that receipts/cards are kept to document expenses.

RULES AND EXPECTATIONS FOR STUDENT BEHAVIOUR

When at school or in attendance at school sponsored activities, students are expected to:

1. display an attitude of mutual cooperation and respect for other students, staff and guests;
2. respect school and personal property;
3. not smoke on campus, in its immediate vicinity or at any school sponsored activity;

4. not use, sell, possess or be under the influence of illegal drugs and alcohol. (Students 18 years of age and older are permitted to consume alcohol in moderation at specific school events as outlined in School Board Policy);
5. not bring weapons, matches or lighters to school;
6. not fight or endanger the safety of others;
7. use appropriate and courteous language;
8. dress in clothing that is clean, neat and modest - hats must not be worn inside;
9. display honesty in all aspects of their studies;
10. use MP3 players and other electronic devices only before and after school and during lunch breaks. Copenhagen International School can take no responsibility for the loss of such equipment if brought to school.
11. turn off mobile phones during class and organised time. Copenhagen International School can take no responsibility for such equipment if brought to school.

As a community we exist in a relationship of mutual trust and respect, which allows us to treat our 'rules' as implicit.

SCHOOL PHOTOGRAPHS

Each year a professional photographer visits CIS to take individual and class photographs of the students. Information about the dates and prices for school photos will be sent home to parents prior to the photographer's visit.

SCHOOL POLICIES

Copies of all school policies are available from the Director's Personal Assistant upon request.

SCHOOL PUBLICATIONS

Copenhagen International School believes in maintaining regular communication with families through a diversity of channels, in order to maintain open and positive home/school partnerships. The School's website features all school publications as well as other useful information.

Copenhagen International School produces a monthly newsletter aimed at parents. This newsletter includes messages from the director and the principals, as well as grade level news. The newsletter is coordinated by the Development Office and will be emailed to parents at the start of each month. The newsletter will also be published on the web site. It is imperative that all families provide the school with at least one valid email addresses in order to receive communications from the school.

In addition to the newsletter, Copenhagen International School will send announcements to parents each Friday morning. These announcements will be news and reminders to parents from each other and from the School. Any announcements to be shared must be sent to the Primary School Administrative Coordinator suzannem@cisd.dk or Secondary School Administrative Coordinator LesleyMcDonald@cisd.dk by Thursday noon.

SCHOOL TRIPS

Field Trips

Classes will take day long field trips of interest and relevance to the school's programme throughout the year to places in and about Copenhagen. In so far as possible, these trips will be taken on public transport. Students must have their parents' permission to attend all trips. A field trip permission form will be sent home when your child joins Copenhagen International School and will cover his or her time in the School.

The School has high expectations of students and their good behaviour while on trips, as they will represent not only themselves but also the School. If students on trips misbehave and violate the trust the School has in them, they may be sent home at the expense of the parents and banned from future trip opportunities.

Overnight Trips

Please see Section D for information about Secondary School overnight trips.

SMOKING, ALCOHOL AND DRUGS

The Copenhagen International School is committed to having an educational programme that stresses responsibility for one's own behaviour and promotes the prevention of unhealthy practices in relation to drugs, alcohol and tobacco use.

Tobacco

Danish law prohibits smoking on school premises. Copenhagen International School is a non smoking zone. Smoking is prohibited in all parts of the School and its grounds.

Alcohol

No one is permitted to drink on or in the vicinity of the campus during the school hours or arrive at school in an intoxicated condition. At School sponsored events after hours, attended by parents, teachers and students, those over the age of 18 may consume beer or wine in moderation.

Drugs

The possession and/or use of non-prescribed drugs is illegal in Denmark. The possession of drugs, being under the influence of drugs, or being in any way involved in the trafficking of drugs is forbidden.

Consequences

Violations of the policy will result in counselling and appropriate disciplinary action. Repeated or serious violations could result in suspension and/or expulsion. Drug use/abuse at any time will result in immediate suspension from the School followed by counselling and possible expulsion.

SPECIAL NEEDS TEACHING (RESOURCE)

For procedures relevant to DP students, please see the section on Additional Individual support on page 10.

The Head of Student Services, in collaboration with the Principal and Resource Coordinator directs the Resource Programme for students with learning disabilities and other special needs. This work is done in consultation with the parents, class teachers, counsellor and other support staff, such as the speech pathologist, occupational therapist and nurse.

Students who require additional support beyond the normal resources of this department receive services through the Additional Individual Student Support Programme (AISS) at additional cost to parents. The Head of Student Services is ultimately responsible for the programme delivery and the programme documentation in the Individual Education Plan (IEP). The School supports the inclusive model as much as possible, but a combination of in-class and pull-out support is often the least restrictive environment for the student.

The Resource Programme for any particular student may focus on one or more of the following: remediation of basic skills, support with approaches to learning and study skills, the development of coping strategies for organizational weakness, support for projects and other long term assignments, and the demystifying of learning disabilities. Students have regular contact with their Resource teachers. This contact may be support in regular classes, in small pull-out groups or one-on-one, or a combination of all three. In addition, Resource teachers provide classroom teachers with suggested strategies for support and differentiation in the classroom.

Standardized testing along with parent and teacher consultation is used to determine a student's eligibility for Resource support. Students who have been in the Resource Programme may be eligible for special accommodations at the DP level. Requests are facilitated through the Head of Student Services and the DP Coordinator.

The Resource schedule remains flexible in order to better address the needs of the students. The purpose of the programme is to develop student ability to function independently and the goal is always inclusion in the mainstream programme.

SPEECH LANGUAGE/OCCUPATIONAL THERAPY

Copenhagen International School has a number of community professionals who work collaboratively with the school team to provide services to children. Trained occupational therapists are available for assessment, consultation and individual therapy. These services are provided at additional cost to parents through the Additional Individual Student Support Programme.

SPORTS ACTIVITIES

Copenhagen International School is an active member of the NECIS Sports Programme (Northwest European Council of International Schools). The programme provides the opportunity for students in PYP 5 through to DP 2 to participate in a variety of seasonal sports and international tournaments. There are nine other international schools in the organization from Norway, Sweden, Germany, Holland, Belgium and Luxembourg. Presently our involvement in NECIS includes soccer, volleyball, basketball, softball, swimming, athletics, rugby and tennis.

Students who are selected as a member of one of our sports teams are expected to attend all practices and scheduled games and of course take part in the friendly exchanges and end of season tournaments. There is travel involved, including staying away overnight, possible hosting of invitation teams, as well as some financial commitments.

All enquiries should be directed to the Athletics Director in the PE Department.

STUDENT COUNCILS

There are three Student Councils for PYP 2-5, MYP 1-3 and MYP 4-DP 2. The officers and members are elected by their respective student bodies. The purpose and functions of these Councils are the following:

- To encourage school responsibility and spirit,
- To organize student activities,
- To make recommendations to the school administration regarding matters important to student life,
- To entertain student suggestions for improved student life, and
- To learn through experience democratic principles of governance.

TELEPHONES

Students are permitted to bring mobile phones to school at their own risk. Phones must be turned off during lessons. They may, however, be used during official break times. Use of a mobile phone outside of break time may result in the phone being confiscated. The School takes no responsibility for lost or stolen mobile phones.

Students who are ill or who need to contact their parents in an emergency should see the Office Administrator in their respective school office, who will telephone the student's parents.

Please be aware that office telephones must be kept free for regular business traffic and will only be available for emergencies.

TRANSPORTATION

School Bus

A private Danish bus company provides private transportation for students in the Primary School. Bus fees for this private service are detailed on the school fee sheet. For more information, please contact Suzanne O'Reilly in the Primary School Office at suzannem@cisdk.dk.

Students are expected to follow the guidelines for behaviour, as agreed to by the private bus company and the School and which are as follows:

- Pupils are to respect each other.
- Pupils are to remain seated at all times except when entering and leaving the bus.
- There is to be no eating or drinking on the bus.
- Pupils are responsible for their own property and must respect other pupils' property.
- The bus driver is responsible for the safety of the occupants of the bus and therefore has the authority to determine what constitutes inappropriate behaviour and to take action to stop such behaviour.
- The bus driver has the right to arrange seating on the bus as he/she thinks best. The bus driver may find it necessary to report behaviour to the parents concerned.
- The bus company has the right to suspend a pupil if previous warnings have been disregarded. Eventually, if the pupil is still unable to behave acceptably, the bus company has the right to take the pupil off the bus permanently, after consultation with the School.

See also "Public Transport".

TUTORING

Part of the teachers' professional responsibility at Copenhagen International School is to be available during the school day to provide support outside of the regular classroom. This is especially important for students in the Secondary School. In MYP 4-DP 2 tutorial periods are part of the students' regular classes. However, at times, some students may need additional support. Class teachers cannot be considered as potential tutors.

At the Primary and Middle School level, the Student Services Department can arrange for a qualified tutor to support a student outside of the regular school hours. Tutoring is an additional cost for parents.

At the Senior School level, arrangements can be made through the DP Coordinator or the Principal.

Please see the relevant section on Additional Individual support on page 10.

In all cases, it is important for the tutor to consult with the teacher so that continuity and progress can be ensured. It will be the responsibility of the tutor to contact the teacher(s) and initiate an ongoing dialogue.

VALUABLES

Unless absolutely necessary, valuables should not be brought to school. Students in MYP 1 - DP 2 are provided with lockers. Students are expected to lock their wallets, mobile phones, etc in their lockers when in school. The school will not take responsibility for valuables left unattended.

YEARBOOK

The school yearbook is published at the end of each school year and presents the various events and activities that have taken place during the school year at CIS. The cost of the yearbook is included in the fees and it is distributed to students in the last week of the school year.

C. PRIMARY SCHOOL SECTION

SCHOOL HOURS

Monday to Thursday 8:40 - 14:50

Friday 8:40 - 14:20

OFFICE HOURS

Monday to Thursday 8:00 - 16:00

Friday 8:00 - 15:00

PRIMARY SCHOOL ADMINISTRATIVE COORDINATOR

Suzanne O'Reilly

Direct Telephone Number: 39 46 33 11

Suzannem@cisdk.dk

ASSEMBLIES

There is a Primary School assembly every Friday morning. This enables students to come together as a community to recognize special events such as birthdays, and to share in various classroom presentations. Parents are invited to attend the assemblies, which begin at 8:50. A schedule for the Lower Primary, Senior Primary and Whole School assemblies will be published in the Weekly Announcements and be posted on the Primary School notice board.

BIRTHDAYS

In the Primary School, students are allowed to bring birthday treats, but it is not obligatory. Private party arrangements should be made outside of school and invitations should not be brought to school for distribution unless invitations are for all the students in the class. Classroom teachers should be notified in advance if a classroom celebration is wanted. Parents should provide what is necessary for the celebration including food and utensils.

COURSE OF STUDY

Primary Years Programme (PYP)

In the Primary School students follow the IB Primary Years Programme. The Primary Years Programme (PYP) is an international curriculum framework designed for all children between the ages of 3 and 12 years. The programme focuses on the total growth of the developing child, affecting hearts as well as minds and addressing social, physical, emotional and cultural needs in addition to academic welfare. At the heart of the PYP's philosophy is a commitment to structured inquiry as an ideal vehicle for learning. The framework incorporates five essential elements: concepts, skills, attitudes, actions and knowledge. The PYP incorporates a range of assessment, recording and reporting strategies including portfolio assessment.

The academic subjects explored are:

Languages - English and Danish from PYP 1,
French and German are introduced in PYP 5
Social Studies - Geography and History
Mathematics
Arts - Music, Art and Crafts and Drama
Science, Technology and Computer
Physical, Personal and Social Development.

Further information about the PYP Programme is available on the school's website www.cis-edu.dk

EARLY INTERVENTION PROGRAMME

The Early Intervention Programme is part of the Resource Programme in the Primary School. During the kindergarten year, young students are assessed for literacy. Those identified as 'at risk' are included in the Early Intervention Programme during their PYP 1 year.

The Early Intervention Teacher meets with the children in small groups of 6-8 students each day of the week for 40 minutes for intense focus on early literacy skills. These include auditory discrimination, identification of letter names and sounds, phonological awareness and beginning reading skills. Research shows that students who are 'at risk' benefit from this early intervention and most are able to continue through school with no further support although others are then identified as having a learning disability. This allows parents and staff to develop teaching strategies and plan appropriate programs to maximize the child's potential at an early stage of their school career.

Membership in the groups is flexible and children are moved in and out of the groups by the Early Intervention Teacher in consultation with the classroom teacher and parents. Some children will need support for the entire year while others will need support for only part of the year.

HOMEWORK GUIDELINES

In the Primary School we believe that homework assignments should be meaningful and relevant to the student's current studies. Assignments are consistent with grade level and academic goals. Teachers exercise sound judgement in the preparation of each assignment, in order to improve the student's progress and to encourage the necessary home-school partnership. We believe that the purposes of homework are the following:

1. Homework is an extension of the classroom and should reflect the current studies of the classroom, providing opportunities for consolidation of skills, concepts and ideas.
2. Homework is also an avenue for preparation for in-school work, focusing on the beginning of a new area of study.

3. Homework provides opportunities for supporting and broadening independent work habits and self-discipline in the student.
4. Homework supports the development of a student's time management skills.
5. Homework provides further opportunities to develop and enhance research skills through the diversity of assignments and long or short term projects.
6. We realize that the family unit provides a great deal of enrichment and travel opportunities for the students. Teachers make an effort to be considerate of unique family matters when giving assignments.
7. Although we recognize that parent expectations can vary, we believe children in the Primary School also need time to themselves. Free time from homework should be available each evening and during weekends.

Further information is located on the school's website at www.cis-edu.dk

PLAYGROUND AND BEHAVIOUR GUIDELINES

1. Primary School students are able to enter the building after 8:30 am. Classrooms are open from 8:30 am.
2. Students should enter the building from the playground through the outside door closest to their classroom.
3. Respect for others and safe play are important at all times. Hitting and/or kicking other students will not be tolerated.
4. Students should be provided with appropriate clothing for outside play: warm coats, gloves, hats for the winter months and rain protective clothing for the autumn and spring. All clothing should be named.
5. In the case of very wet weather, the students will have 'indoor playtime' which is supervised by teachers and assistants.

PLAYGROUND SUPERVISION

At each play time during the school day teachers are on duty to supervise all the play areas. There are always three teachers on duty at play times which involve multiple grade levels. The responsibility of the teachers on duty is to:

- Be visible to students.
- Reinforce positive behavior.
- Be vigilant, move around the playground. Get involved in situations that could escalate.

- Listen to students' complaints: encourage and teach conflict resolution strategies.
- Report problems to the classroom teacher, who will follow up on it.

Supervision at the Start of the School Day:

Students should not arrive before 8:25 unless accompanied by an adult. From this time there is supervision in the front playground area ONLY. Students may not play on the Playscape or the football field before school (even if supervised by an adult).

Supervision at the End of the School Day:

At the end of the school day there is only supervision on the front playground and around the pick-up area until 15:05. Students may not play with balls in this area until all the cars and buses have left.

Students may remain at school after the close of the school day in the following cases:

- They are attending an After School Activity from PYP 1 onwards.
- They are attending the After School Club from PYP 1 onwards.
- They have a supervising adult with them

Students who are not being supervised in one of the categories above must return home at the close of school. If a child is found on the school site, unsupervised, at the end of the school day s/he will be taken to the After School Club and the parent charged for the hours of supervision.

PRE-KINDERGARTEN PROGRAMME

The Pre-Kindergarten at Copenhagen International School is a child-centred preschool programme for children from three to five years old.

We recognize that children at this age develop at very different rates and therefore aim to provide a flexible framework in which each child can work and learn at their own pace. The children will learn through exploration and play, in a happy and supportive atmosphere, following a well-planned curriculum.

Through close cooperation and communication between teachers and parents, the programme aims to provide a positive introduction to school life.

It is our belief that all children should feel included, secure and valued and the programme seeks to celebrate each child's individual culture, interests and potential.

Because at Copenhagen International School we believe in keeping class sizes small for young children, we are able to provide activities and experiences that will enable all children in the group to meet their potential. Home rooms in the Pre-Kindergarten cater to a maximum of 16 children aged 3-5 years, each with one class teacher and one assistant.

PROGRESS REPORTS

Parent Conferences are held in the autumn and the spring. Parents may be invited for a conference at other times during the year, if necessary. Parents should also feel free to call the school for an appointment with a teacher if a concern arises outside scheduled conference times. Written reports are sent home in June.

PROMOTION/RETENTION

The placement of students at each grade is recommended by the teacher to the Principal, who makes the final decision. Any other decision, such as promotion or retention, is determined after close consultation with the parents, teachers and students and after a review of the student's progress and review of any other influencing factors.

ROOM PARENTS

Room parents are determined by parent interest and availability in conjunction with the classroom teachers. Room parents are selected for each grade level. The role of the room parent is to provide support to the class or grade level during special events such as holiday parties or trips.

STANDARDISED TESTING IN THE PRIMARY SCHOOL

The Primary School undertakes two forms of testing throughout the school year to help us assess our programme and the overall performances of the students in relation to outside standards.

The Primary School implements standardised tests in reading and mathematics for virtually all students from Kindergarten to Grade 5 at the beginning of the school year. The main objective is to provide classroom teachers with a group assessment tool that enables them to plan learning activities suitable to the needs of the students in their classes.

Towards the end of the school year a standardised reading test is given again together with an end-of-year mathematics assessment that reflects the programme of study for the school year. This data is recorded on the students' information cards and handed on to the following teacher. Beginning EAL students and some Resource students are not required to take these tests.

In conjunction with the rest of the school an International Schools Assessment (ISA) is given to students in PYP 3 and 5. (MYP 2 and 5 in the Middle School are also involved.) This test is for reading, writing and mathematics and is standardised against other similar, international schools. The results are used for internal school information on student achievement but are also shared with the parents of the students concerned.

STUDENT ASSESSMENT

There are no externally-set or externally-marked examinations for Primary Years Programme students.

The Primary Years Programme promotes the use of a range and balance of school-based assessment strategies. These include student-teacher conferencing, writing samples, structured observation, and performance tasks evaluated by means of assessment rubrics along with various forms of student self-assessment.

The student's progress through the curriculum is documented in a portfolio which is a profile of the student's achievements and accomplishments.

D. SECONDARY SCHOOL SECTION

SCHOOL HOURS

MYP 1-3: Monday to Friday, 8.30 - 15.00
 MYP 4-5: Monday, Tuesday, Thursday, Friday, 8.30 - 15.50
 MYP 4-5: Wednesday, 8.30 - 15.00
 DP 1-2: Monday, Tuesday, Thursday, Friday 8.00 - 15.50
 DP 1-2: Wednesday, 8.00 - 15.00

OFFICE HOURS

Monday, Tuesday, Thursday, 8.30 - 16.00
 Wednesday 8.30-12.30
 Friday, 8.30 - 15.00

Secondary School Office Administrator
 Lesley McDonald
 Direct Telephone Number: 3946 3309
 Email: LesleyMcDonald@cisdsk.dk

SECONDARY SCHOOL CLASS SCHEDULE

*Note that on Wednesdays, all students, including MYP 4-DP 2 finish school at 15:00.

	MYP 1 - 3	MYP 4 - 5	DP 1 - DP 2
Period 1	--	--	8.00
Registration	8.30	8.30	--
Period 2	8.40	8.40	8.40
Period 3	9.20	9.20	9.20
Period 4	10.00	10.00	10.00
Break	10.40	10.40	10.40
Period 5	11.00	11.00	11.00
Period 6	11.40	11.40	11.40
Lunch	12.20	12.20	12.20
Period 7	13.00	13.00	13.00
Period 8	13.40	13.40	13.40
Period 9	14.20	14.20	14.20
Dismissal (MYP 1-3) Break (MYP 4-DP 2)	15.00	15.00*	15.00*
Period 10	--	15.10	15.10
Dismissal	--	15.50	15.50

ADVISOR/ADVISEE PROGRAMME

Middle Years Advisor/Advisee

Copenhagen International School has an Advisor Programme in the Middle Years Programme (MYP 1-5). The primary purpose of the programme is to provide an opportunity for a group of students to interact with one teacher on a daily basis. The teacher has special responsibility as an advocate for these students, to help them deal with concerns not normally dealt with in other class settings, primarily those of the affective domain. This allows each student to have at least one supportive, understanding adult in the school who knows them well. However, all teachers in the Middle School are responsible for pastoral care of students.

The curriculum seeks to address the needs of the whole child: social, emotional, intellectual and physical. Although the students have three Advisor classes every two weeks (in addition to daily registration meetings), the Advisor curriculum is linked across all subject areas in the MYP Programme.

Students and their parents are encouraged to use their Advisor as an advocate. All teachers are required to communicate any concerns about a student to the student's Advisor, and parents are encouraged to speak to their child's Advisor as the first link in the chain when dealing with any school concerns.

DP Advisor/Advisee

All DP students will meet in groups with their advisor once a week. The meetings are designed to support the students in matters to do with good study habits, time management, useful school procedures and social issues. Advisors are also available to their advisees for individual meetings.

COUNSELLING AND GUIDANCE SERVICES

Copenhagen International School has Deans of Students, Counsellors and a School Psychologist in the Senior and Middle Schools.

Middle Years Counselling

An essential element of the Middle Years Programme is nurturing the growth of the whole child: intellectual, physical, social and emotional. The pastoral care of students is an integral part of the programme and administration, teachers and advisors all share responsibility.

The Middle Years support team coordinates personal, career and academic counselling. We are available to support individuals or groups of students with problem solving, decision making and/or exploration of concerns relating to the affective domain. Its members are also available to parents for assistance with academic, social or emotional issues. The School Psychologist also administers psycho-educational assessments.

Career counselling is part of the Advisor Programme throughout the Middle Years. Some highlights include: MYP 4 Practicum Week, a week in which students experience the work environment; MYP 4 & 5 Careers Fair, a day when students listen and ask questions of presenters representing many different career choices; and MYP 4 & 5

Career Profiling, an optional service with an additional cost, which includes psychometric testing and follow-up counselling by an outside professional career counsellor.

Senior Years Counselling

The Senior Years Counsellors are available to students to discuss personal matters of any kind. Students may wish to use the drop-in times (please see the board outside C34 for details) or contact the counsellors by e-mail to make specific appointments. The counsellors are obliged by law to maintain absolute confidentiality.

College Counselling

The College Counsellor will advise students in MYP4, MYP5, DP1 and DP2 on matters to do with careers and further education.

COURSE OF STUDIES

MYP 1-5

In MYP 1-5 students follow the Middle Years Programme (MYP). The subject and period allocations are shown below: Please note that we run a 10 day schedule. All lessons below are the number of lessons per 10 days.

MYP1-3

Language Arts	11 lessons
Humanities	9 lessons
Mathematics	10 lessons
Science	9 lessons
French/German	9 lessons
Danish (A2/B)	7 lessons
Physical Education	7 lessons
Technology	7 lessons
The Arts	7 lessons
Advisor	3 lessons (plus registration)
Assembly	1 lesson
Total	80 lessons

MYP4

Language Arts	11 lessons
Humanities	9 lessons
Mathematics	10 lessons
Science	11 lessons
French/German	9 lessons
Danish (A2/B)	7 lessons
Physical Education	7 lessons
Technology	6 lessons
The Arts	7 lessons
Advisor	3 lessons (plus reg.)
Assembly	1 lesson
Tutorial	7 lessons
Total	88 lessons

MYP5

Language Arts	11 lessons
Humanities	9 lessons
Mathematics	10 lessons
Choose 1 or 2 of**:	
French or German/Danish A or B	9/18 lessons
Choose 1 or 2 of**:	
Biology/Physics/Chemistry***	18/9 lessons
Choose 1 of:	
Design or Computer Technology	6 lessons
Choose one of:	
Music/Drama/Art	7 lessons
Physical Education	6 lessons
Advisor	3 lessons (plus reg.)

Assembly
Tutorial
Total

1 lesson
8 lessons
88 lessons

** Choose either 2 languages and 1 science or 2 sciences and 1 language. For students with no prior French, German or Danish, a special option, German 1, is available, however, this can not be taken in combination with another foreign language.

*** If choosing 2 sciences, these need to be in the combination, 'biology and chemistry' or 'physics and chemistry'.

DP1 & DP2

For an International Baccalaureate Diploma and/or a High School Diploma :

Group 1	Language A1
Group 2	Language B
Group 3	Individuals & Societies
Group 4	Experimental Sciences
Group 5	Mathematics
Group 6	Visual Arts or one subject from either 2, 3 or 4

Theory of Knowledge; Creativity, Action and Service (CAS) Programme; Extended Essay

In order to satisfy the recommendations from the IBO a student needs to complete at least 150 hours over two years for each Standard Level Subject and 240 hours over two years for each Higher Level subject).

CAS hours (150 over two years) are negotiated by each student under the supervision of the CAS Coordinator.

FINAL EXAMS

Examinations will be given in the MYP at the end of the year in English, Science, Mathematics, French, German, Humanities and Danish in MYP 1–3. Taking the exams is mandatory.

For students in MYP 4 & 5 and DP 1, semester examinations are given in December and June.

Mock DP exams are given in the two final weeks of the first semester in December in DP 2. All candidates for the May 2010 DP exams will be given full-scale practice exams at this time. Final DP exams are taken during the first three weeks in May.

GRADING

MYP 1–5

For students in MYP 1-5 the scales below will be used to inform, through a global grade, student achievement in all of their subjects at the completion of each semester. The one to seven scale is for the Middle Years Programme (MYP). Grade reports are sent out twice a year at the end of Semester 1 and Semester 2. These are full academic reports and include for each subject a global achievement grade on the

1-7 scale and an effort grade. In MYP 4 - 5 semester reporting is based on subject specific assessment criteria. At the end of quarters 1 and 3, reporting is based on the students' 'Approaches to Learning'.

Grade	Descriptor
Grade 1	Minimal achievement in terms of the objectives.
Grade 2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
Grade 3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .
Grade 4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
Grade 5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
Grade 6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
Grade 7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .

Our assessment of student achievement in the Middle Years Programme is criterion-referenced against well-defined subject outcomes. In the final year of the MYP student achievement will be measured against a set of external assessment criteria prescribed by the IB. In line with this our reporting of student achievement is intended to be both formative in that it should inform student learning and summative in that students will record a global grade of achievement in each of their subjects.

The full academic reports issued at the end of each semester will include effort marks. The system used is the following:

E	Excellent
G	Good
S	Satisfactory
U	Unsatisfactory

DP 1–2

The grades given are the teacher's estimate of how well the student has mastered the essentials of the subject. Depending on the course the grade may be based to a certain degree on homework, quizzes, tests, laboratory reports, projects, papers, presentations and participation in class.

At the beginning of the year each teacher will explain what is considered essential in the subject and how the grades will be calculated. No two subjects emphasize exactly the same qualities so if a student is not sure about how grades will be awarded the student should ask the teacher.

Grade reports are completed quarterly, in October, December, March and June though they will reach you under the headings of Quarter 1, Semester 1, Quarter 3 and Semester 2.

Achievement grades for the Semester reports will be determined as follows:

Quarter 1 (or 3)	40%
Quarter 2 (or 4)	40%
End of semester exams	20%

While the scale for achievement grades (the 1 - 7 scale) is the same as the IBO scale, report grades are not necessarily predicted grades. This is because the way in which a final grade is arrived at in each IB subject is different from another and they are all different from the way in which the Semester report grade is reached.

Effort marks are also awarded in Grades 11 and 12 and the system is as follows:

Excellent Good Satisfactory Needs Improvement Unsatisfactory

GRADUATION REQUIREMENTS FOR OUR PROGRAMMES

The curriculum offered in the Secondary School follows the IB continuum based on the MYP and the DP.

A. The Middle Years Programme

Students will follow the IB Middle Years Programme over the 5 years from MYP 1-5.

To be eligible for the full MYP Certificate, work from MYP 5 students is submitted to the IBO for moderation. To be eligible for this award, students:

- Need to gain at **least a grade 2** in at least one subject per each of the eight subject groups (i.e. Language A, Language B, Mathematics, Science, Humanities, the Arts, Technology and P.E.)
- Need to gain at **least a grade 3** for the Personal Project
- Need to gain a **grade total of at least 36*** from the eight subjects groups and the Personal Project combined, out of a possible maximum of 63

*It is important to note that, given the requirement of a total of 36 points, every 2 or 3 gained in any subject needs to be “made up” by a grade of 4 or higher in another subject.

Note that students who fail to gain the 36 points required for the MYP certificate or who gain 36 points but fail to achieve a Grade 3 for the Personal Project will not be eligible to enter the IB Diploma Programme.

A student who does not get a least a 5 in the three subjects he or she is intending to study at the higher level, will only be permitted to join the Diploma Programme on Academic Probation.

Students who obtain less than 40 points in their MYP will start the diploma years on certificates. If they then succeed in getting 24 points or more in their first semester reports, they will almost certainly be admitted into the full diploma.

Students who get 40 points or below in the MYP, usually struggle to cope with the Diploma Programme. A student in this category will generally be admitted into the DP years to take Certificates. If s/he then proves him/herself capable of taking the full diploma, by getting an absolute minimum of 24 points overall, and 12 points minimum in the three Higher Level subjects, in the first semester report of DP 1 in December, s/he will then be admitted into the full IB Diploma Programme.

B. The IB Diploma Programme

In DP 1 & 2 the only programme offered is the International Baccalaureate, a rigorous pre-university course of studies, externally examined, for students aged between 16-19. It is designed as a comprehensive two-year curriculum and open to all students who have a reasonable chance of benefiting from the course of studies.

Students in the DP Programme are expected to gain over 24 points in all their semester reports in order to remain in the diploma programme.

Conditions of Award for IB Diploma Certificate:

- Students are required to select one subject from each of six subject groups;
- Students must select at least three, and not more than four, of the six subjects at Higher Level.

The subject groups and subjects offered within each group at Copenhagen International School are as follows:

Group 1	Language A1:	English A1, Danish A1, Self-taught Language A1
Group 2	Language B:	English A2, Danish B, French B, German B, German ab initio
Group 3	Individuals & Societies:	History, Economics, Social Anthropology
Group 4	Experimental Sciences:	Biology, Chemistry, Physics
Group 5	Mathematics:	HL Maths, SL Maths, Maths Studies
Group 6	Arts and Electives:	Visual Arts, Theatre Arts, Computer Science or a second subject from groups 2, 3 or 4

Every student must take English, either at A1 or A2 level.

More details of each course can be found on the school website.

In addition, students must meet the following requirements:

- submission of an Extended Essay;
- satisfactory completion of the course entitled Theory of Knowledge (TOK);
- participation in and fulfilment of a minimum of 150 hours in the extra-curricular CAS programme.

To be eligible for the full Diploma award, students must satisfy certain requirements that include the following:

- submit work for purposes of internal assessment
- sit the May session external examinations
- achieve a minimum score of 24 points
- achieve a passing grade in their extended essay

More details of these requirements can be obtained from the DP Coordinator, Anna Weston.

Our IB Diploma Scores over the last ten years are shown below:

Year	No. Candidates	No. of Diplomas Awarded	*Pass Rate	**Mean Score
1997	15	14	93.0	31.3
1998	33	31	93.0	35.5
1999	27	24	88.9	34.2
2000	28	26	86.0	34.5
2001	19	18	95.0	35.6
2002	32	32	100.0	33.7
2003	26	26	100.0	33.23
2004	30	30	100.0	35.1
2005	29	25	86.2	32.0
2006	37	31	84.0	34.0
2007	41	34	83	33.0
2008	41	35	85	33
2009	44	40	91	35

*World pass rate for Diploma is historically 79%.

**36 points and above is a distinction (45 points is a perfect score)

World average score in the diploma is 3 points.

Requirements for individual Certificates in IB Diploma courses

Students may elect to sit for externally graded exams in any of the IB courses in which they are enrolled. Satisfactory results on the exams combined with completed course

work would lead to the awarding of IB Certificates in these courses, either at a Standard or Higher level, and Honours or Advanced credit earned toward the completion of the High School Diploma.

Programme requirements for the High School Diploma

All students in MYP 4-DP 2 earn credits towards a High School Diploma through successful completion of specific courses in the MYP and the DP. No special courses are offered outside the two Diploma Programmes.

The following courses grant credits for the Copenhagen International School High School Diploma:

English	4 credits
Foreign Language	3 credits
Social Studies	3 credits
Science	3 credits
Mathematics	3 credits
Physical Education	1 credit
Electives	5 credits
Total: 22 credits	

Electives may include selections from Fine Arts, Performing Arts, Technology, or continued study in the above areas.

A credit is earned upon successful completion, minimum grade of 2, of a subject that is studied for one full year and meets nine or more times in the 10 day cycle. Courses meeting less than nine times earn a half-credit. The fourth credit in English must be completed in DP 2. A minimum of three credits must be successfully completed in at least one Foreign Language. Students must be enrolled as full-time students taking a minimum of five courses in DP 2 in order to qualify for the High School Diploma.

A successful IB Diploma will qualify a student for a Copenhagen International School High School Diploma.

Not all combinations of course selections are possible.

Final determination of courses offered is subject to minimum class size and at the discretion of the Senior School Principal.

The grade equivalents/conversions for the US High School Diploma are listed below:

Middle School		Senior School			
Achievement MYP4 & 5	Grade Points	Achievement DP1 & 2			Grade Points
7	4.30	A+	7	Outstanding	4.30
6	4.00	A	6/7	Excellent	4.00
5	3.70	A-	6		4.00
4	3.30	B+	5/6	Good	3.70
3	2.70	B	5		3.30
2	1.30	B-	4/5		3.00
1	1.00	C+	4	Satisfactory	2.70
		C	4		2.30
		C-	¾		2.00

D+	3	Mediocre	1.70
D	2/3		1.30
D-	2	Poor	1.00
F	1	Fail	0.00

On the transcript all IB Diploma classes will be weighted by 1.0 points. This weighting will be reflected in the students' GPAs on the school transcript. In grades 9 and 10 there is no weighting, except for the honors math class where a weighting of 0.5 is used. In grade 9 the grading is based upon the curriculum exit criteria for grade 10. This means that in some grade 9 classes (some Language B classes, P.E. and some math classes) it is not possible for a student to attain the highest grade of a 7. For these classes the GPA transcript grade is based upon the maximum possible grade for that particular class. Both weighted and un-weighted grades appear on the transcript.

HOMEWORK GUIDELINES

Out of class assignments are set by teachers to reinforce the skills and concepts being explored in class. This additional practice is necessary to the learning process, provides background information for future lessons and gives an indication as to where students are in need of additional help. It is important that students develop the habit of meeting deadlines with regard to out-of-class assignments.

Time guidelines for homework/out-of-class assignments are as follows:

MYP 1- 3	1½ hrs/day
MYP 4- 5	2 hrs/day
DP 1 & 2	3 hrs/day

Note that the above recommendations are suggested global figures and it is necessary for them to be viewed with a certain degree of flexibility so that they accommodate, where necessary, the sometimes 'seasonal' demands of assignments. Teachers at all grade levels endeavour to issue assignments in a manner that should avoid 'bottlenecking' and hence give students ample time in which to complete assignments.

In MYP 4-DP 2 particularly, students will be issued an assessment outline by subject teachers which will identify topics, assessable criteria and timelines for the completion of work.

DP Students are encouraged to work on assignments at school when they are not timetabled to be in class. This can be done in the library or one of our computer rooms if available.

LOCKERS

Lockers are available for all Secondary School students. Students are encouraged to keep anything of value (e.g. cash, mobile telephones, watches, ipods etc.) in these lockers. If a student must bring something of greater value to school, he/she may keep it for a short time in the school office. Students are responsible for their lockers

and locker keys and they will have to pay for the replacement of any lost keys. Lockers must be cleaned out with soapy water and left empty and locked at the end of the school year. All locker keys must be returned to the student's advisor. Parents will be charged for any keys not returned.

LUNCH AND BREAKS

Students in MYP 3, 4 & 5 may leave campus during lunch and breaks provided a parental permission form is on file at the school. Students in DP 1 & 2 may leave campus without written permission from parents.

Soft drinks and snacks can be bought from the Charity Club during the breaks and hot lunches can be purchased from the canteen in the Atrium at lunch time.

Students in MYP 1 & 2 are not allowed to leave the school during the day.

PRACTICUM MYP 4

All MYP 4 students will spend one week during the year in a work environment as part of their programme. The place of work will be found in cooperation between the parent and school. The expectations for the students will vary from place to place. Whatever the expectations of the work place, the school expects that the student will do what his/her supervisor asks and not receive remuneration. Each student will be required to keep a daily journal and to write a summary report of his/her experience. The school's insurance covers students while on these assignments.

PROGRESS REPORTS MYP 1 - DP 2

Progress reports are issued at the end of Quarters 1 and 3. These reports focus on the progress the students have made in their Approaches to Learning and are hence attitudinal in their commentary rather than academic.

Parent Conferences are scheduled twice a year in November and February following the issue of progress reports. In general, students are welcome at the parent/teacher conferences at the discretion of parents, however, Quarter 3 conferences for grades MYP 1-3 are student-led portfolio conferences, so students must attend these. The students will lead these conferences using a portfolio of work collected throughout the year. The portfolio will be used as a basis for discussion of work the student is particularly pleased with and work which shows evidence of progression in understanding and/or skills. Parents are strongly encouraged to attend these conferences.

Parents may be invited for a conference at other times during the year, if necessary. Parents should also feel free to call the school or email your child's Advisor to make an appointment with a teacher if a concern arises outside scheduled conference times. Interim reports are sent out by teachers at any time depending on need and are intended usually to notify parents of concerns regarding a student.

A student may be placed on probationary enrolment at the end of a reporting session.

This action will be taken in consultation with teachers, advisors, parents, the student and the Principal.

PROMOTION/RETENTION

MYP 1-5

A student who has successfully completed all his/her courses with a grade of 4 or above will be automatically promoted to the next year. A student can be asked to repeat a year if they receive a grade of 3 or below in two core subjects as this will indicate that they have failed to reach the academic standard required to enter the programme offered at the next level. A student can be promoted to the next year with a probationary status if they receive a grade of 3 or below in one core subject. These decisions are made by the relevant Principal in consultation with parents, teachers and the student.

Promotion to the IB Diploma Programme

Students will be promoted from the Middle Years Programme to the IB Diploma upon successful completion of the MYP and awarding of the MYP Certificate or its equivalent from another system.

DP 1 & 2

A student who has successfully completed all his/her courses with a 2 or better can be promoted to the next year. In the case of Diploma Programme students there is an expectation that they pass their higher level subjects in DP 1 with at least a grade of 4. A diploma student who fails a course will be counselled into an IB Certificate programme for their remaining year of study.

Academic Probation

It is recognized that students progress through their education at different rates. As such, some students who demonstrate significant difficulties leading up to or during their DP 1 and DP 2 years may be accepted to the IB Diploma Programme on a probationary basis. The need for probationary acceptance will be determined by the teaching staff, Diploma Programme Coordinator, and Principal, and will be based on academic performance to that point.

For students progressing from MYP 5, the probationary period would be the first semester of the DP 1 year, ending in December.

It is a reasonable expectation for students in the IB Diploma Programme to be able to maintain a 3 in Standard Level classes, and higher grades in their Higher Level classes. Should a student be unable to maintain these marks during the probationary period, it would be considered in the best interest of the student to move to an IB Certificate. This would then remove the added difficulties of CAS, TOK, and the Extended Essay from the student early enough to achieve an optimal level of success for their programme overall.

SCHOOL TRIPS

Activity Week MYP 1-5

In May of each year, MYP 1-5 students spend a week away. This is called 'Activity Week' The programme for the week is an extension of the school's curriculum and is an integral part of the students' academic programme.

Social Overnight MYP 1-5

All students in these grades will spend one night in late August off campus. This trip is called the 'Social Overnight' and is planned such that each grade level has the opportunity to spend time together; to promote friendships and a mutually tolerant and respectful community. These will be run at five different venues and will involve activities to welcome and orient students into their respective grade levels.

The costs of the both the Social Overnight and Activity Week are covered by the school fees; There is no additional charge and participation is mandatory.

The Model United Nations (MUN)

Copenhagen International School students travel to the Netherlands in January to participate in The Hague International Model United Nations, a week long simulation of the UN. At the conference, they represent a UN member nation in lobbying and debate on a number of world issues, including human rights, the environment, disarmament, and questions of peace and security.

NECIS (Northwest European Council of International Schools)

Copenhagen International School students travel to various venues in Europe to compete with other international schools in soccer, volleyball, basketball and softball.

Math Competition

A senior and junior team compete annually against other national and international schools in Europe.

Lübeck

Each December, MYP 1-2 students take a trip to Lübeck, Germany. This is an enrichment of the German and Design & Technology curriculum.

Destination Imagination

Students in MYP 2-3 travel to the USA in May of each year to compete in the World Finals of this competition. The competition combines academic, technical and creative talents.

Team Peru, DK

A trip for students from MYP 4-DP 2 to Peru every two years. The team is selected through an application and interview process. Students will work to raise funds for Kiya Survivors.

International Schools' Theatre Association (ISTA)

A series of trips for students in the Middle & Senior School for Drama ensembles to work together with like-minded students the world over.

STANDARDIZED TESTING IN THE SECONDARY SCHOOL

In the Secondary School the following standardized tests are given:

1. The International Schools Assessment (ISA)

This is given to all students (providing they are not beginner EAL students) in MYP 2-5. The test is for reading and mathematics and is standardized against students in other international schools. The results are used for internal school information on student achievement (and are shared with parents).

2. Preliminary Scholastic Achievement Test (PSAT) (Optional)

This is offered to DP 1 students in October. This test is excellent practice for students taking university entrance exams for the USA (SAT 1 and II). For US citizens this is the test that enables students to potentially qualify for a National Merit Scholarship.

3. Scholastic Achievement Test I and II (Optional)

SAT 1 Reasoning Test and SAT II Subject Test (Advanced Placement Exams). Students wishing to study in the USA are required to take one or both of these tests depending on entrance requirements of individual universities. SAT tests are offered regularly throughout the year. Please refer to www.collegeboard.com for details.

4. International Baccalaureate Diploma Examinations (IB)

These are given in May each year. Students enrol in the full Diploma Programme. A very few take single subject certificates. Orientation sessions on the DP are held regularly for both students and parents. Detailed information and explanatory booklets are available in the school office.

STUDY PERIODS

Students in the Diploma Programme will have periods when they are not scheduled for classes and are encouraged to use these periods for study and research.

UNIVERSITY APPLICATION PROCEDURE

Most universities request a complete transcript record of secondary school studies in which the semester grades and other activities of the student are recorded. In addition recommendations from the Principal, teachers and/or the College Counsellor help the universities form a picture of the applicant. The actual application procedure begins a year in advance of enrolment but many students begin to gather information about prospective universities well before this.

For detailed information about university and college applications please see the school's website under Student Services.

Abbreviations, Glossary And Grade Placement

IB -	International Baccalaureate
DP-	Diploma Programme
JV -	Junior Varsity
MUN -	Model United Nations
MYP -	Middle Years Programme
NECIS -	Northwest European Council of International Schools
PSAT -	Preliminary Scholastic Achievement Test
PYP -	Primary Years Programme
SAT -	Scholastic Achievement Test
THIMUN -	The Hague International Model United Nations

Kommune - County

Term	Grade	Age*
Pre-K	Pre-Kindergarten	3 -5
K	Kindergarten	5
PYP 1	1	6
PYP 2	2	7
PYP 3	3	8
PYP 4	4	9
PYP 5	5	10
MYP 1	6	11
MYP 2	7	12
MYP 3	8	13
MYP 4	9	14
MYP 5	10	15
DP 1	11	16
DP 2	12	17

The given ages are an approximate guideline; placement is made based on years of schooling.

Last modified 22/10/2009 18:15:00