

# PARENTS GUIDE

## 2017-2018



*Version 3*

(February 2018)



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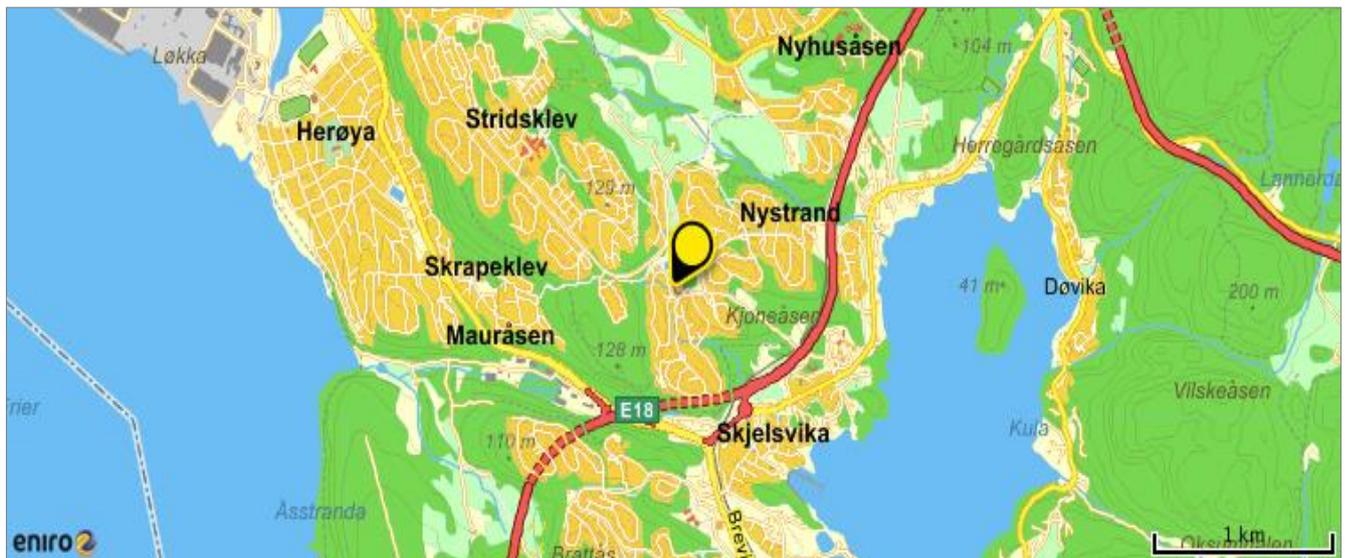


## How to get to us

Our address is :

International School Telemark, Hovet Ring 7, 3931 Porsgrunn, Norway

- **Car**



For more detail:

<http://kart.gulesider.no/m/9LHyn>

- **Bus**

The M3 route from Porsgrunn takes you to the school. Get off at Flintvegen (the closest bus stop in Hovet) and walk down the path towards the football pitch and the school buildings are on the left.

For more information:

[www.metrobuss.no/filssystem/rute\\_M3.pdf](http://www.metrobuss.no/filssystem/rute_M3.pdf)



## Introduction

Porsgrunn, February 2018

Welcome to the International School Telemark Parents Guide. We are an exciting and growing international school situated in Porsgrunn, an attractive coastal town in Telemark County, Norway. There are over 25 different nationalities among the students, parents and staff of IST. The school was established in 2004 and has steadily grown over the last decade to have 168 students from Grade 1 to Grade 10. We are an **IB World School** and offer the primary (PYP) and middle years (MYP) programmes of the International Baccalaureate (IB) to students from all over the world: [www.ibo.org](http://www.ibo.org) IST is a member of the **European Council of International Schools**: [www.ecis.org](http://www.ecis.org) and a regular member of the **Nordic Network of International Schools**: [www.nordicnetworkonline.net/](http://www.nordicnetworkonline.net/)

Features of IST include:

- High quality international education in small classes;
- A challenging and stimulating curriculum in a multi-cultural environment;
- Exciting and creative teaching that engages students and responds to their diverse skills and needs;
- Excellent test results in Norwegian nationalprøver;
- The use of English as the working language of the school;
- Well qualified, dedicated and professional staff;
- Strong links to other international schools and the IB;
- The promotion of Norwegian as the host country language, and of both international and Norwegian culture;
- Strong links and cooperation with other international schools and the local community in Telemark;
- Approval by Utdanningsdirektoratet (The Norwegian Directorate for Education and Training) and full compliance with the private school legal framework.

Our whole school and community focus for this academic year is on the UN sustainable goals as part of the IST Core Values of teamwork, respect, tolerance and honesty.

The Parents Guide aim is to inform you of important information about the school. This guide will develop and increase over time to become a definitive document that assists parents in understanding and working with the school. Welcome to IST.

Dr Richard Caffyn (Principal)



## International Baccalaureate Learner Profile

<b>Inquirers</b>	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<b>Knowledgeable</b>	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
<b>Principled</b>	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
<b>Open-minded</b>	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
<b>Caring</b>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
<b>Risk-takers</b>	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Further information on the International Baccalaureate can be found on their website:

[www.ibo.org](http://www.ibo.org)



## Our Mission

**IST's mission is to provide an international curriculum that will challenge students to become effective and responsible citizens of the world.**

The following are essential to the school's goal and underpin staff attitudes and behaviours:

### IST Aims and Objectives

**To fulfil its Mission, the School aims to:**

- Provide a safe, stimulating, and friendly environment.
- Offer a curriculum which will prepare pupils for each stage of their education.
- Recognize and develop the potential of each pupil.
- Develop each pupil's oral and written fluency in English, the language of teaching and learning.
- Achieve excellent social behaviour and moral standards through self-discipline, supportive relationships and a sense of respect and responsibility.
- Take advantage of the Norwegian environment to enrich the educational experience.
- Encourage an international perspective and a respect for other cultures and beliefs.
- Involve the parents in the life of the School.
- Encourage participation of the entire school community to ensure continued quality and development.



## IST Philosophy

### **International School Telemark as a member of the International Baccalaureate believes:**

- Students, Staff and Parents should aim to be Inquirers, Thinkers, Knowledgeable, Communicators, Principled, Open Minded, Caring, Risk Takers, Balanced, and Reflective.
- We should supply a holistic education that promotes intercultural and international understanding.
- We should create a sense of wonder of the world around us whilst encouraging an understanding of how it functions, inspiring a lifelong love of learning.
- We should prepare students for life beyond IST by developing skills, knowledge and understanding that will be vital in either Norwegian or International environments.
- We should aim for the highest standards of achievement in all areas, and this aim should be supported by reflection, assessment and target setting.
- We should support learning with the best possible equipment, resources and facilities.
- We should promote understanding of Environmental and Community issues and encourage students to get involved and make a difference.
- The students, staff, parents and board should work together to create a learning community that stresses the highest moral standards and values of respect, honesty, fairness, tolerance, enjoyment, and teamwork.
- We should encourage an active and healthy lifestyle.
- Finally, that all students should be given the opportunity, support, and encouragement to achieve their full potential, both academically and socially.

**Our core primary goal is the quality learning of students**



## Guiding Statements

The Guiding Statements are seen throughout the school and synthesize all the core beliefs and practices of IST into a concise and easily referenced document.



### Guiding Statements

**Our Mission** is to provide an international curriculum that will challenge students to become effective and responsible citizens of the world.

**Our Core Goal** is to provide quality student learning and wellbeing.

**Our Core Values** are Respect, Honesty, Tolerance and Teamwork.

#### Our Core Learning Outcomes

IST learners will

- develop the necessary skills, knowledge, attitudes and understanding in order to succeed as life-long learners;
- be internationally-minded and embody the attributes of the learner profile;
- aim to achieve high standards in all areas;
- be active, independent and resilient;
- be a valued, contributing member of our community;
- be given the opportunity, support and encouragement to achieve their full potential, academically and socially

### School Quality Documents

All parents have access to the school rules and all quality documents. Follow the link on the IST website: <http://istemark.org/index.php/about-ist/136-key-documents>



# Scholarships

## Introduction

Access to IST and the IB programmes it offers is an important aspect of the school. Therefore, parents who find themselves financially constrained can apply for a scholarship for their child each academic year. These scholarships will be limited in number and assessed case by case using defined criteria.

## Timeline

Scholarships can be annually applied for at the beginning of the school year in August, although the programme is open throughout the year within budgetary constraints. The closing date for applications at the beginning of a school year is 30<sup>th</sup> August.

## Application Process

Applications are reviewed by the Leadership Team and decided by the Principal, based on the following criteria:

- Financial situation of the student's parents/family
- Value to the student of attending IST
- Continuity, giving priority to those having received scholarships the previous year

Scholarships may be granted for between 50 and 100 % of school fees.

In applying you should write a formal letter stating the following information:

- Child's name
- Year of scholarship
- Reasoning to explain the need for a scholarship

Applications should be addressed and sent directly to the Principal at: [principal@istemark.no](mailto:principal@istemark.no)

All applicants will be informed about the outcome of their application in writing and about their right to appeal according to the Public Administration Act ("enkeltvedtak"/individual decision). Admissions to the school will follow the admissions procedure and shall not be influenced by the scholarship programme.



## Staff and roles at IST

### Administration and Management

Name	Role	Location
<b>Leadership team</b>		
Richard Caffyn	Principal	Administration
Mette Oprann	Deputy Principal Administration (DPA)	Administration
Anthony Geving	SEN Coordinator	Middle Years Section (LS office)
Julie Strøm	MYP Coordinator	Middle Years Section (MYP office)
Tjandra Purnama	PYP Coordinator	Primary Years Section (PYP office)
<b>Office staff</b>		
Eli Qvam	School Secretary	Main Reception
Ane Sætha	School Secretary	Main Reception

### Staff

Name	Role	Location
Siri Aakre	MYP Maths teacher, Maths coordinator, Grade 9 class tutor	Middle Years Section
Stephen Betteridge	Grade 4 class teacher	Primary Years Section
Nina Bruni	Grade 1 class assistant/SFO/library	Early Years Section
Alex Cadden	Grade 3 class teacher, Performing Arts coordinator	Primary Years Section
Iren Christensen	MYP and Grade 6 Norwegian teacher, Careers Advisor	Middle Years Section
Marina Currie	Grade 6 class teacher, MYP English, Exhibition Coordinator	Primary Years Section
Melanie Eckholdt	Grade 4 additional teacher	Primary Years Section



Anthony Geving	SENCO, SEN teacher	Middle Years Section
Lesley Goddard	PYP Art teacher	Art room
Linda Kingdom-Clark	SEN teacher (Grade 1-2) teacher	Primary Years Section
Alyssa Morfiss	SEN assistant (Grade 2)	Primary Years Section
Björg Morholmen	Norwegian Grade 4-5 teacher	Primary Years Section
Jodie Munks	MYP Science teacher, Science/Design coordinator, Grade 10 class tutor	Middle Years Section
Anja Normann	PYP SEN teacher	Early Years Section
Stephanie Palmer	Grade 2 class teacher	Early Years Section
Africa Renteria Nunez	Spanish teacher, Grade 7 class tutor, Student Council, LS assistant	Middle Years Section
Richard Sell	PE Grade 6-10 teacher	Gym
Jackie Schulze	Grade 1 class teacher	Early Years Section
Olena Shepel	Assistant in Grade 2 and PYP Norwegian	Primary Years Section
Ingvild Merethe Skaar	Norwegian Grade 1-3 teacher	All school
Aurelia Skov	MYP Humanities teacher, Personal Project Coordinator	Middle Years Section
Jennifer Strand	MYP Design teacher/webmaster/IT support	Design room
Julie Strøm	MYP English teacher	Middle Years Section
Christina Teigland	SEN Norwegian teacher, Grade 8 class tutor	Middle Years Section
Tyrone Thomas	PE Grade 1-5 teacher	Gym
Carolina Vallejo	MYP Art/Drama teacher	Art room
Richard Thomas Wentzel	Grade 5 class teacher	Primary Years Section

**Notes:**

LS – Learning Support; SEN – Special Educational Needs; SENCO – Special Educational Needs Coordinator

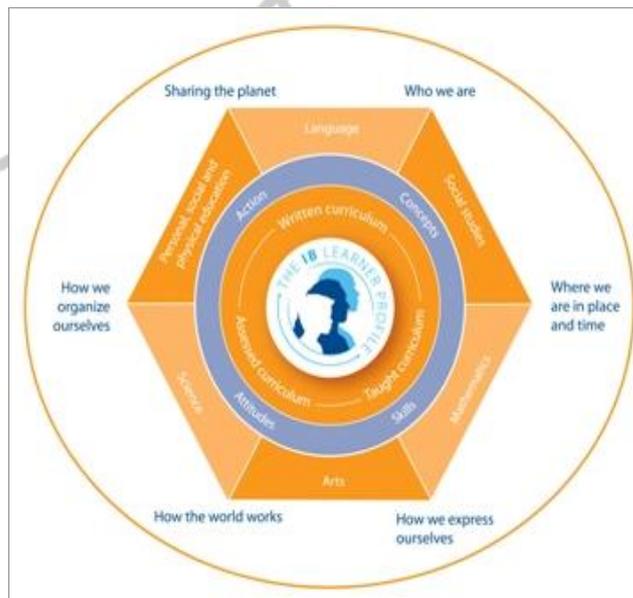


## IB Programmes

### PYP

The IB Primary Years Programme, for students aged 3 to 12, focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. The program of inquiry follows a range of units taught throughout the year. Each unit will include some or all subjects of the curriculum. The Units of Inquiry are arranged in a way to allow a broad coverage of the PYP curriculum areas:

- Where we are in place and time
- Who we are
- How we express ourselves
- Sharing the planet
- How the world works
- How we organise ourselves

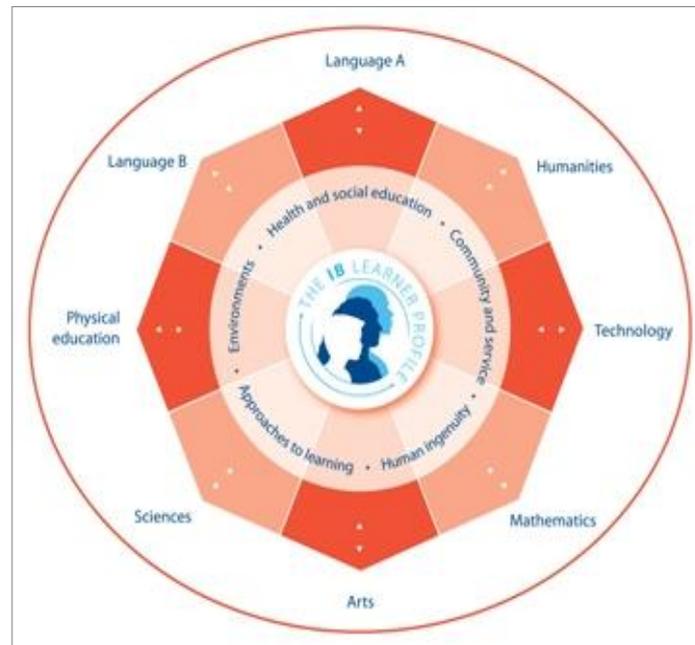


### MYP

The programme consists of eight subject groups integrated through five areas of interaction that provide a framework for learning within and across the subjects. Students are required to study in English and Norwegian, a third language (Spanish), humanities, sciences, mathematics, arts, physical education and technology. In the final year of the programme, students also engage in a personal project, which allows them to demonstrate the understandings and skills they have



developed throughout the programme.



### **Beyond the PYP and MYP: The Diploma**

The IB Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations that prepares students, normally aged 16 to 19, for success at university and life beyond. The programme is normally taught over two years and has gained recognition and respect from the world's leading universities.

There are two locations close by where students can take the Diploma:

- Porsgrunn vgs
- Sandefjord vgs



## Ownership and Governance

### The International School Telemark Foundation

The International School Telemark (IST) is owned by an independent, non-profit making foundation (founded in 2003). The foundation was established and currently operates IST under the Norwegian Private School Act (Privatskoleloven). The objectives of the foundation are to offer children between 6-16 a ten-year compulsory primary and secondary school education. The International School Telemark teaches a curriculum that is developed and implemented in accordance with the philosophy and guidelines for the PYP and MYP programmes of the International Baccalaureate (IB).

### Responsibility and authority of the Board

The Board is the highest authority in IST and as such the Board is specifically responsible for; (see § 5.2 Privatskoleloven):

- Overseeing that IST students are receiving the elementary schooling they are entitled to by Norwegian Law; unauthorised long term absence should be reported to the local council (*Kommune*) Authority.
- Setting of parental school fees payable at IST.
- Approving the budget and accounts of IST.
- Approving the intake and discipline policy of IST.
- Monitor and follow up cases of exclusion and expulsion of IST students.
- An appropriate handling of finances and accounting.
- Monitoring that state funds to the school are being used to the benefit of IST's students.
- Monitoring that the school fulfils the requirements of all relevant laws and conditions under which the school was originally approved.
- Having the right and necessary competences in school. This includes the responsibility to have and execute a professional development plan.
- Appointing the school leader/ Principal

***By Law the board of IST is required to have a quality system/routine (forsvarlig system) that allows it to assess whether the demands in the law and any conditions for IST's approval are being fulfilled. The board must in addition have a system/routine to follow up on the outcome of such assessments or of national quality assessments undertaken by the***



*department of Education (Utdanningsdirektoratet).*

**From 1st October 2017 the Voting Board Members are:**

- Laila Lerum - Chair
- Karianne Resare
- Per Otterdahl Møller
- Dag Olav Espeland
- Halvor Kise
- Stephanie Palmer
- Stine Ellingsberg

**Other non-voting participants include:**

- The Principal
- Clerk to the Board
- Parent Council Representative
- Student Council Representative
- Teaching Staff Representative
- Non-Teaching Staff Representative
- Observer from Porsgrunn kommune





## FAU and Class Representatives

Class reps are members of the FAU (parents' council). The FAU chair each year is decided at the first parent class meeting.

**Class reps for 2017-2018 are as follows:**

Class	Representative	Vara (substitute)
1	Svend Ødegård	Aurelia Skov
2	Halvor Kise	
3	Lode Carnel	
4	Yulia Navrotskaya	
5	Ragnhild Høvset	Glenn-Ole Kaasa
6	Veronica Kise	
7	Morten Høiback	
8	Gro Eva Linna	
9	Knut Olaf Hauge	
10	Tania Ripoll	

- FAU chair – Jennifer Strand
- Deputy chair – Halvor Kise
- FAU secretary – Veronica Kise
- Treasurer – Knut Olaf Hauge
- FAU rep at board meetings – Gro Eva Linna

### Special events organised by the FAU

Grade	Event
2 and 4	PYP Christmas play
8 and 10	MYP Christmas play
3, 5 and 7	17th May celebration
1, 6 and 9	End of year party



## Information about the FAU-School relationship

### 1 Role of the school leadership

- Responsible for decision making and the running of the school as mandated by the board;
- Develop effective information flow between leadership and parents;
- Ensure opportunities for parents to discuss concerns;
- Ensure effective and good communication between school and home
- Discuss issues to do with the school and listen to FAU, ensuring a positive and constructive relationship;
- Have the final decision making power for school policies, work structures etc;
- Update the FAU each month about staffing, strategic plan development, school environment, curriculum and any survey information.

### 2 Role of the FAU

- Promotion of the parents' common interests;
- Ensure effective, positive and good communication and collaboration between school and home;
- Representation of class interests through class reps;
- Responsibility for a variety of school events (i.e. dugnads, 17 May, refreshments at the Christmas shows, parties etc);
- Enable parents to take an active positive part in the life of the school;
- Determine the allocation of FAU money for school developments and resources.

### 3 Communication

- Clarity about roles, responsibilities, and communication between school leadership and FAU at the beginning of each new FAU as induction with principal;
- The principal is invited to attend each FAU meeting for the first 20-30 minutes and to discuss school news and updates;
- FAU chair meets with the principal on regular basis to discuss any issues and for principal to explain decision making regarding FAU action points;
- FAU meeting minutes after each meeting sent round to the FAU and school management, and communicated to the parent body;
- Minutes to include summary of key issues, action points, in line with role etc;
- Archive of FAU minutes so that these can be accessed and referred to by subsequent FAUs.



## School Calendar 2017-2018

1 August	Administrative staff begin	School closed
14-15 August	Staff professional development	School closed
16 August	Beginning of the academic year and Autumn term	School start
Week 41 (9-13 October inclusive)	Autumn holiday	School closed
13-14 November	Staff professional development	School closed
15 December	Christmas holiday begins	Last day of school term School finishes at 1200
3 January	Start of Spring term	School start
Week 8 (19-23 February)	Winter holiday	School closed
15-16 March	Staff professional development	School closed
26 March	Easter holiday begins	School closed
3 April	Start of Summer term	School start
1 May	Holiday	School closed
10 May	Holiday	School closed
17 May	Norway's national day	School closed
18-21 May	Holiday	School closed
22 June	Summer holiday	School finishes at 1200

**Removal of children for Holidays out with the school term time is not encouraged.**

**If parents intend to remove their child/children during term time, for the purpose of a holiday, a written request to the Principal is required.**



## Opening Hours

### The school day operates as follows for students:

Early morning supervision (Grades 1-4)	Monday-Friday:	0730 - 0830
SFO (paid after-school activity for Grades 1-4)	All days (except Wed):	1530 - 1645
	Wednesday:	1300 - 1645
Teaching hours	0845 - 1515 (Wed 1225)	
Morning break	1005 - 1025	
Lunch	1145 - 1215	
Afternoon break	1335 - 1355	

PYP students have break until 1215 on Wednesdays. Most of the PYP students are picked up or go home on the bus at 1215. Till 1225 MYP students are taught an extra lesson as their level of education requires this. The PYP students can wait for siblings in MYP wait till 1225. The students outside from 1215 to 1225 have supervision.

## Information about Procedures

### Drop off pick-up procedures

Students can be dropped off and picked up at the grade level entrances or by the main entrance to the school. A staff member will be present every morning, from 0820 to ensure that children enter the building safely. There is also a car park by the main entrance and one at the back by the Grade 1-2 wing which are available for parents who wish to come into school.

All students should arrive by 0830. This will allow time for them to meet their friends before school start at 0845.

Please pick up your child/children from the main entrance area or outside the grade level entrances unless they go home by themselves.

*The students will be supervised until all are collected. If you are delayed please inform the school Office (Tel: 35 29 14 00). SFO provision finishes at 1645.*

### What to bring?

- A snack for morning break;
- A healthy lunch;
- A plastic water bottle with a close top (so it can be refilled if necessary);
- Indoor shoes;
- PE Kit. T-shirt, trainers and sweatpants or shorts;



- Waterproof coat, trousers and hat;
- A change of clothes (especially socks in winter) can be left in their box /locker.

**Remarks:**

- *Please put your child's name in their clothes and on their lunch box and drink bottle. If your child attends SFO an afternoon snack is recommended.*
- *Parents are kindly requested to always pick up their children before or at the SFO end time of 1645. If children are not picked up by 1645 then this will be noted by the SFO leader. Two late pickups will mean a fine of 500 kr as we have to pay the SFO leader for time at school beyond normal SFO hours.*

**Cold Weather Policy**

How cold is too cold?

There are no national recommendations for when it's too cold to allow children to be outside. The temperature of the thermometer does not always give an accurate picture of how cold it really is.

The school will use -15c as a guideline but will always take into consideration the wind factor and humidity, as well as the actual air temperature for when children will be in/outside during play and on arrival at school. Children should be dressed appropriate to weather conditions. They should have with them: hat, gloves, scarf, snowsuit and the proper footwear. Luminous clothing such as reflexes or vests is important in winter.

Further information can be found: [www.helsedirektoratet.no](http://www.helsedirektoratet.no)

**Lunch and Break Arrangements**

Trips to the shops are not permitted during school hours. Grade 10 students may have the opportunity to go to the local shop as a privilege.

**Assemblies**

Assemblies create an important opportunity for the school community to meet together on regular basis; departmentally on a weekly basis and monthly as a whole school activity. Each grade leads differently monthly assemblies.

All pupils and teachers will attend and often participate as presenters or performers. An assembly normally has at least one or several possible functions: entertainment, performance opportunity, information sharing and celebration of individual or group achievements. Most assemblies will create an opportunity to share an important moral or ethical point, but remain non-denominational.



## Absence from school

We expect all students to attend school fully throughout the year unless there are special circumstances such as sickness or occasional extended holiday. Absences should be kept to a minimum and unauthorized extended absence will be reported to the Norwegian authorities if necessary.

Please take special note of the following procedures (from the School Rules):

- Up to a day's leave of absence - written documentation to the class teacher stating date, time and reason
- Up to 2 weeks leave of absence - written request to the principal stating dates, destination and why this is being done during school time

## Registration and late students

For reasons of security all children must be accounted for on the school site. A student is deemed late if he or she arrives later than 0845 for PYP and 0830 for MYP respectively. It is the joint responsibility of the office, the form teachers/tutors and the Principal to ensure that accurate records are kept. If your child is sick please contact the School Office.

- All students must be registered via *ManageBac* between 0830 and 0840 as registration (MYP and Grade 6) and 0840 to 0845 (PYP)
- Students arriving after 0830 (MYP and Grade 6) or 0845 (PYP) are deemed late and have to register at the office
- Parents have to notify the office and give the reason why their child is not in by 0845
- If a student doesn't arrive by 0900 and there is no reason, then the office will phone home and follow up
- The office can also use other numbers or the student's own mobile if they have one
- If no one knows the whereabouts of a student then the office can call the police by 0930
- Parents and the school must notify each other immediately a missing student is located
- Follow up procedure including discipline should be done if necessary

## Home Learning

Home learning tasks or suggestions will be issued by class teachers and subject teachers, and will be expected to be completed and returned in time. Home learning could include Language, Mathematics, course work, subject work and, where appropriate, reading. For further information see the home learning policy.

At IST, Home learning Help (HH) is open to all students on Tuesday and Wednesday mornings, during the hours 0730-0830. Through HH, IST develops and encourages a strong, independent learning environment, with the opportunity for students to develop mastery in specific skills. At



IST, we believe that reading is a vital learning skill. HH will focus on developing this skill through a variety of supervised reading activities.

The offer of HH is free to any student and parents should fill in a form at the office. More information can be found on QD 3.1.4: <http://istemark.org/index.php/about-ist/key-documents>

This arrangement is reviewed every term. As in all learning at IST, the school encourages a positive psycho-social learning environment, one that promotes health, well-being and learning through our core goal, core values and the learner profile.

### **Physical activity at IST**

- increases happiness and improves psychosocial health
- improves physical health
- enhances coping skills and resilience
- develops community and collaboration
- offers diversity within the school day

At IST, we have developed the concept of the activity kiosk. Students can borrow a wide range of equipment and activities during breaks. Students have access to the activity kiosk every break. In particular, students in G5-7 are encouraged to use the activity kiosk during the 1335-1355 daily break (excluding Wednesdays).

The goal is to contribute to increased physical activity, and ensure students' right to physical activity. The activity kiosk is a great opportunity for physical activity, variety and diversity. Participation is motivating for students and the activity kiosk provides students with increased opportunities to participate and improve their mastery and knowledge about physical activity. The activity kiosk helps students lead a physically active lifestyle and foster a lifelong love of exercise based on their experiences.

Mastery gives confidence, self-esteem, pleasure and satisfaction. The activity kiosk provides opportunities for students to choose their activities and develop associated resilience, coping and challenge strategies. Mastery will provide inspiration to continue the activities and maybe try something new.

The activity kiosk inspires students and gives them positive experiences outside their normal classroom routines. It encourages students to be more active and gives them a greater choice of activities to be involved in.

Through physical activities, students learn how to be part of a team, how to collaborate better with their peers and how to make new friends. Outside physical activity is supervised by 3 teachers in 3 different play zones, allowing for a wide range of physical activities to be enjoyed and practised.



## Information about IST at Hovet

- **How do I get to Hovet via bus, road etc?**

The Hovet school building is on the M3 bus route and is close to the E18 and main access roads from Porsgrunn centre. The address is:

**Hovet Ring 7, 3931 Porsgrunn**

You can plan your route to the school by following the link:

<http://kart.gulesider.no/>

- **Where is Hovet?**

Hovet is a residential area situated in the south of Porsgrunn. The school is just off Malmvegen and on Hovet Ring. Please follow the link to google maps and type in Hovet Skole, Porsgrunn:

<http://maps.google.co.uk/maps?hl=en&tab=l>

- **What facilities are there?**

The facilities at Hovet are extensive and exactly what IST has been looking for since the school started. There is a large hall or gym with changing rooms and showers, a library, extensive playground areas, a football pitch, kitchenettes and several reception areas. There are many office rooms, storage, group rooms, and several large art and technology rooms. We have converted the existing kitchen into a science room. We also have access to ski tracks, orienteering routes, an extensive wild area and a skate park. The school uses two car parks and parents can utilise the first car park before you get to the main school building.

- **What improvements will there be to the existing building during 2016-2017?**

We are continuing to make developments and stylistic changes to the school building and grounds. We are looking at improving the library, MYP resource room and administrative area. Furniture and hangings in MYP are also areas scheduled for ongoing improvement.

- **What shops, swimming pools, ski routes, barnehagen are there in the areas?**

There is a Kiwi supermarket in Stridsklev on the way to the school from Porsgrunn centre. Stridsklev swimming pool is a 10 minutes walk away from IST, and the Hovettunnet and Nystrand barnehager are close by. The area of Hovet is residential and quiet.

- **What can students do after Grade 10?**

After Grade 10, students can go to Porsgrunn vgs or Skagerak International School to continue studying with the IB through the world class Diploma Programme. For more information on the Diploma, please look at: <http://www.ibo.org/diploma/> Otherwise, students can attend the local



Videregående schools in the area.

- **Will students lose their Norwegian language skills?**

Absolutely not. In fact, our students perform superbly in the Norwegian national tests (nationale prøver) and are regularly among the top schools in Norway and the highest in Telemark.

- **Is the IB an all inclusive system and how does it fit with Norwegian regulations?**

The IB is an inclusive system and the Norwegian Utdanningsdirektoratet (Udir) fully recognise the IB as viable alternative to the state system in Norway. The Norwegian Private School law (privatskoleloven) means that IST is allowed to use the IB philosophy and curriculum model.

- **What are the school fees for 2017-2018?**

The school fees for the academic year are as follows: **NOK 27 900**

Payment for fees is made over a 10 month period with **NOK 2790** payable each month.

- **What are the school times and how much does SFO cost?**

School begins at 0830 though students can arrive from 0730 and in PYP grades 1-4 these children are supervised. School finishes at 1515, though PYP students can stay for SFO (after school activities) if their parents wish. This afternoon SFO is a paid extra to the school day.

The full time SFO fees are currently as follows:

- Full time place (186 school days) NOK 22 000 per year (NOK 2000 per month)
- Individual days NOK 150 each day
- Part-time per day in the school week NOK 4 400 per year (NOK 400 per month)  
*Part-time places are bound to a specific day each week.*

- **How might the Hovet community be able to use the building?**

The school gym and playground facilities will still be open to use by the local community and clubs. We aim to enhance and improve these facilities to ensure that the school continues to be a vital focal point in the local community. IST will be active in outreach to the community in Hovet and this part of Porsgrunn. The IB philosophy is very focused on developing strong community links and we aim to be very much part of the locality so that everyone benefits.

- **What is the history and what was the original purpose of the building at Hovet?**

Hovet School was built in 1982 and has always been used as a school. The gym was built later in 1988 and the whole school was extended extensively in 2001. IST took over the building in 2012.

- **What is the size of each classroom and what would each classroom have in it?**

Each classroom is roughly 60m<sup>2</sup> and has plenty of space for classes up to 21 students. Classrooms have tables and chairs for students plus book cases, storage space and computers. Each classroom



is also equipped with whiteboards and a projector.

- **Can I park my car at Hovet?**

Yes, you can park at Hovet. We have two car parks, one before the school on the right, and the other past the school and near the football pitch. With the first car park, you can drive in through the first entrance and then exit out of the car park further down the hill.

## Reporting Academic and Social Progress

### Parent Information Meetings and Conferences

Throughout the year, there are various opportunities for parents to meet the teachers and find out how their child is getting on at school and to find out more about the International Baccalaureate programme offered at IST.

- Beginning of year information evening August
- PYP parent-teacher meetings September
- PYP end of unit celebrations November
- MYP parent-teacher meetings November
- PYP 3 way conferences February
- New students open days March
- MYP Personal Project March
- PYP Celebration March
- PYP student conferences April
- MYP student conferences April

At IST we have an open-door policy and parents are welcome to visit the classroom at any time or make an appointment to meet with a teacher. Parents are also encouraged to always contact their child's **class tutor** if they have any concerns, or if they wish to discuss any aspect of academic or social progress outside of formal meeting times. This is part of both the school's and the IB's philosophy of openness and dialogue. The class teacher and class representative will aim to organise a general parent meeting each term to support the students' learning, discuss events and develop effective communication.



## Reports

Reports are sent home at various times during the year.

- **PYP**

We will be setting personalised targets with each student during September and these will be discussed during the 3 way conferences in February. The detailed end of year report is posted on *ManageBac* at the end of June. Parents have several opportunities to meet with their child's teachers throughout the year at new parents meetings, end of unit celebrations, information evenings, student-led conferences and parent-teacher meetings. Parents are also encouraged to contact their child's class teacher if they have any concerns.

- **MYP**

In MYP, parents receive two end-of-term reports (December and June). The end of term report is an overview of student progress, providing grades and comments in each subject area. These reports include also how students are developing in key areas of their learning. In addition, a parent-teacher meeting will take place after the mid-term breaks, providing parents with an opportunity to discuss their child's progress. Open communication exists between parents and the school and we encourage the parents to contact us at any time to discuss their child's progress. Parents are also invited into the school for exhibitions, performances and assemblies - to which they can gladly contribute as some have done so before.

## Norwegian National Tests (Nasjonale prøver)

IST runs the national tests for Grades 5, 8 and 9 in English, Maths and Reading (Norwegian) during September and October. Grade 9 students are only tested in Maths and Reading

## Student-Teacher Meetings

In order to monitor and improve the school environment for all students and as a means to give all students voice and regular input, the following system will be used at IST:

Each class teacher (PYP) or form tutor (MYP) will have individual 1:1 interviews with every student in their class twice a year. These interviews will be during the Autumn and Spring terms. The interviews will be recorded on a form and used to monitor students' experience of both the academic and psycho-social environment at IST. It will also give the teacher the opportunity to compare term on term or year on year results and action any red flag issues which need follow up. Red flag issues would be serious issues of mobbing, offensive behaviour, academic concerns or safety concerns.

Each class tutor will have agency in making the form and interview fit with the age group of the



children though the foci will be similar. Such interviews would normally take between 5 and 10 minutes and could be done in tutor time or other focused time.

The interview schedule should include the following areas of individual student experience:

- Academic learning
- Social engagement
- School environment
- Mobbing
- Offensive behaviour
- Friendship
- What is positive
- What is challenging

All interviews are kept in student files and dated. The content can be shared with parents especially in parent-teacher meetings. Concerns, both general and red flag (serious) issues, will be acted on and other staff and senior management will be included.

## Subject Information

In the PYP, the following subjects are offered, either by the class teacher or by specialist teachers:

- English
- Norwegian
- Mathematics
- Unit Work
- Visual and Performing Arts
- Physical Education (including swimming for grades 3-6 and cycling in all grades)
- Technology
- Music
- Library and Research Skills

In the MYP, the following subjects are offered, either by the class teacher or by specialist teachers:

- English



- Norwegian
- Spanish
- Humanities
- Science
- Design and Technology
- Maths
- Art
- Physical Education
- Library and research skills

Further information about the subjects offered at IST can be found on our website, the IB website, your child's class teacher, or either the PYP or MYP co-ordinator.

### **Information about Physical Education**

All students in the school will be required to take part in activities that are outdoors. PE staff will always tell the students the week before if that is the case and that they should bring in or wear appropriate clothing. PE is compulsory at IST, so a letter, phone call or e-mail will be required for a student to be excused. All students require a change of clothing for participating in Physical Education. There is a health and safety requirement where students should have a change of clothing. As we may still use the outdoor area in bad weather, it is very important that students have 'PE kit', as they may get wet.

A suggested kit list is:

- Shorts and t-shirt;
- Tracksuit (also hat and gloves, in cold weather);
- Indoor training shoes;
- Outdoor training shoes;
- Towel (students from Grade 3 onwards are advised to shower, but it is not compulsory);
- Swimming costume, towel, shower things etc (Grades 3-6)

Grade 1-2 students need a change of clothes and indoor/outdoor training shoes for PE.



## Contact with the School

### General Information

If parents have concerns regarding their child then they are encouraged to contact the relevant class or subject teacher in the first instance. The teacher can be spoken to at the end of the school day, by email, or by pre-arranged appointment. If parents wish to discuss matters with any member of the Management Team then an appointment should be made.

We have an open door policy and are very positive towards dialogue with all parents about the development and enhancement of the school. The PYP and MYP coordinators, who also look after curriculum matters, should be approached if you wish to take student issues further and have already spoken to the class teacher concerned.

Parents can bring up issues of a general nature through their FAU class representative but please remember that the Leadership Team (LT) can assist and should be approached in the first instance regarding the day-to-day running of the school and matters of serious concern. Staff are respectful towards parents, and expect the same attitude in return. We expect all staff and parents to be positive about the school.

**Any intimidation, harassment or aggressive behaviour towards IST employees will be dealt with promptly and with consequence.**

### Who do I contact?

The following table gives a concise overview to who you should contact for specific issues or concerns, though the class teacher remains the main contact person for parents. If you feel uncomfortable about talking to the class or subject teacher, then you must talk to the IB programme coordinator (PYP or MYP) dependent on where your child is in the school.

Role	Issue
Class teacher (PYP)	<ul style="list-style-type: none"><li>• Academic (class and home learning)</li><li>• Social</li><li>• Pastoral care and bullying</li><li>• PYP related to year group</li><li>• <i>ManageBac</i> (class related issues)</li></ul>
Form tutor (MYP)	<ul style="list-style-type: none"><li>• Social</li><li>• Bullying</li><li>• <i>ManageBac</i> (form related issues)</li></ul>
Subject teacher	<ul style="list-style-type: none"><li>• Academic (PYP and MYP subject specific)</li><li>• Home learning</li><li>• <i>ManageBac</i> (specifically academic reports)</li></ul>



PYP and MYP coordinators	<ul style="list-style-type: none"> <li>• Wider IB related issues</li> <li>• Progress between year groups</li> <li>• IB knowledge</li> <li>• <i>ManageBac</i> (administration issues)</li> <li>• Wider pastoral care issues</li> <li>• Next level for individual student issues after the class teacher</li> <li>• Specific academic issues (after contact with class teacher)</li> </ul>
Secretaries (Office)	<ul style="list-style-type: none"> <li>• Admissions</li> <li>• Buses</li> <li>• Fees</li> <li>• Milk and yoghurt</li> <li>• Appointments</li> <li>• Absence/late arrival</li> </ul>
Deputy Principal Administration (DPA)	<ul style="list-style-type: none"> <li>• Specific financial issues</li> <li>• Building and maintenance</li> </ul>
Principal	<ul style="list-style-type: none"> <li>• Serious concerns (after contact with class teacher and IB coordinator)</li> <li>• School leadership and management feedback</li> <li>• Student holiday permission</li> <li>• Scholarships</li> <li>• Parent workshops</li> </ul>
SEN coordinator	<ul style="list-style-type: none"> <li>• Specific special educational needs issues</li> <li>• Dealings with PPT and outside support agencies</li> <li>• SEN testing</li> </ul>
Nurse	<ul style="list-style-type: none"> <li>• Individual health and wellbeing</li> <li>• Vaccinations</li> </ul>
Careers advisor	<ul style="list-style-type: none"> <li>• MYP work placement</li> <li>• Videregående skole</li> <li>• Careers advice</li> </ul>
Webmaster	<ul style="list-style-type: none"> <li>• IST website</li> </ul>
Student council	<ul style="list-style-type: none"> <li>• Student events</li> <li>• Student voice and democracy</li> <li>• School environment and student voice in leadership</li> </ul>
FAU	<ul style="list-style-type: none"> <li>• Unresolved whole class issues</li> <li>• Activities, events and dugnads</li> <li>• Social events</li> <li>• Whole school suggestions or issues</li> <li>• New parents</li> </ul>



## Health and Safety

### Procedures

IST aims to provide a safe, healthy, stimulating and friendly learning environment. The school is responsible for ensuring that all school premises meet the highest possible standards of health and safety and that all school-services and routines abide to the established polices. IST will follow the recommendations and legislation of the Norwegian authorities for the health and safety of pupils, staff and visitors to the school premises.

The school's main focus in this area of Health and Safety is prevention. The broader issues of pupil discipline and behaviour as well as Personal, Social and Health Education are fundamental factors in this. Likewise, the support of parents, staff and of the wider community are of paramount importance to ensure that all established policies and procedures are understood and respected.

If a child/student becomes unwell while at school, they should inform their teacher.

- At the Primary Years Section, the office will arrange for the child to be picked up. Sick children must be taken home.
- At the Middle Years Section, the Principal or the Middle Years Coordinator will ensure that parents have been notified and will then give permission to the student to go home or to be collected. Students should sign out with the class or subject teacher they are with before leaving.
- If a child/student is not well enough to participate in PE lessons, the parents should provide a note.

### Accidents and illness at school

Often only minor accidents will occur at school. The school staff and/ or the designated 'First Aider' will deal with them promptly and properly. All accidents must automatically be reported to the Class Teacher or Class Tutor, who will subsequently report the incident to the parents. Special note will be taken in case of a head injury, even if no immediate external injury can be spotted.

Serious accidents within schools are usually very rare. If a child has to be taken to hospital, the parents will be contacted.

If a child feels unwell at school, the parents will be contacted to arrange collection. Children who are well enough to attend school are considered well enough not to be kept in the school during break times.

### Contagious Diseases



Children who are unwell with infectious diseases should not be at school. Parents should immediately notify the school. If your child contracts a vomiting sickness or has diarrhoea, please refrain from returning them to school until at least 48 hours have elapsed since they were last physically ill.

**Head lice contamination is not a disease and may occur within the school year. If parents are aware that their children have head lice, they are asked to notify the school office so we can help stop spreading. The child should stay at home whilst being treated to stop head lice spreading.**

### School Nurse

The nurse is in school every week; all day Thursday and Mondays from 0800 to 1200. She is available for the state vaccination scheme and student counseling. Parents and students are welcome to arrange to talk to her directly on issues to do with health and social interaction. She is located in the medical room in the Grade 5-6 corridor.

*If you have any concerns the nurse can be reached on [Tel: 35 54 70 24](tel:35547024)*

### School Trips

School trips are seen as part of a student's education. They are seen by the school as enrichment to all students' development. The trips are organised throughout the year to support the students' learning and understanding. Trips are organised and paid for by the school. Any contributions through the klasse kasse is at the parents' discretion and completely voluntary. There is also a risk assessment done by the member of staff leading the trip to look at safety issues in depth and to ensure that all aspects of health and potential dangers are investigated and addressed. We have an official extended overnight **school trip** in Grade 6 each year as described below:

Grade	Visit	Month
6	Kruge Leirskole, Vestfold	May-June

Any other extended overnight trip must be a **parent run initiative** and can be done with money from the klasse kasse. This is organized by parents and done outside of school time or, exceptionally, by taking children out from school.

### The School Environment

International School Telemark will aim to ensure that all its facilities, services and routines meet the highest possible standards of safety and security. We have policies for dealing with bullying and offensive behaviour, and all staff and parents need to read and refer to these policies if needed. Parents and students are partners in learning, and we always encourage individuals to talk directly to class teachers if there are concerns about the school environment. For more



serious matters, the principal should be contacted.

In order to provide a secure learning environment, the school will offer:

- Clear procedures for the arrival and dismissal of pupils;
- Clear set of rules for pupils establishing expectation and encouraging excellent behaviour;
- Playground supervision during break and lunch times;
- Regular practices of emergency procedures.

Students should talk to their teachers about concerns and can fill in the 'Worried about Bullying' form (**Appendix 1**) and place a copy in the bully box in the admin corridor. All students are told where the box is and what it is used for.

Staff will ensure that there is a positive environment for all students, visitors and colleagues. All staff and external personnel have a duty to report any negative incidents that affect students. The changes in opplæringsloven §9a from August 1<sup>st</sup> 2017 require that action is taken where a student is not experiencing a safe and good school environment. This '**duty of action**' (aktivitetsplikten) is specific to any issue but will include the following responsibilities, which are documented:

- To monitor (pay attention to, be vigilant) – *følge med*;
- To engage (to take action, interfere) – *gripe inn*;
- To notify – *varsle*;
- To investigate – *undersøke*;
- To set up definite action – *sette inn tiltak*.

Staff members have to act to follow up any concerns relating to the students' environment both at school and outside the school. The underlying factor is anything that negatively impacts on a student's right to a safe and good psychological and physical school environment. It is also subjective, dependent on what the student feels, and any duty of action is completed only when the student feels they are safe and content. Students will be interviewed discretely and with both sensitivity and confidentiality if there is a psychosocial concern. A duty of action form is used to document each case (see **Appendix 3**). Parents and students have the right to complain to fylkesmannen if they feel that the school has not taken action.

**There is zero tolerance of bullying, discrimination, violence and harassment at IST.**

More information about the **regulations and inspection** governing these rules can be found from Udir: <https://www.udir.no/regelverk-og-tilsyn/finn-regelverk/etter-tema/Laringsmiljo/skolemiljo-udir-3-2017>



Further information about the **rights of children and parents** can be found at the Null Mobbing website on Udir: <https://www.udir.no/nullmobbing/>

An **enkeltvedtak** (Appendix 2) will now only be used in the following situations which are to do with the removal of students from lessons or testing:

- Removal of a student for more than one class lesson;
- Removal of a student from assessments;
- Removal from exams.

### Student Council

The student council meets weekly to work together to assist in the running of the school, initiative and organize student events, and give a voice to student concerns and views. The student council has elected representatives from Grade 5 to 10 and a member of staff acts to support and coordinate meetings with the students.

The principal meets with the student council at least twice a term to listen to views and ideas from the students and to involve them in the running of the school and developing the school environment. The principal gives updates about what is happening in the school and gives information about any surveys to the student council.

### Emergency procedures

Particular attention will be given to fire safety and the school is equipped with fire alarms, smoke detectors and appropriate fire escape routes. Fire drill and emergency procedures will be practiced at regular intervals and all pupils will be made aware of the fire and emergency procedures. Fire evacuation routes and instruction are displayed in all rooms. Parents will be contacted as soon as possible in all cases of emergency.

### Winter

The playgrounds, paths and car parks are cleared in times of snow. Children need to have the correct clothing including winter coats, hats, gloves and outdoor shoes for the weather. We do not allow snow balls to be thrown due to safety issues but children use the snow in many other ways. Sledges can be used with helmets and when supervised.



## School Fees and Insurance

### School Insurance

The school has the following insurance agreements:

- Students: Collective Accident Insurance for school children from *Gjensidige* which includes travelling to / from school.

Full details on these insurance agreements are available from the school office. They are revised at the beginning of each school year.

### School fees update

School Fees are updated twice a year. Please refer to the school website or the office for an up-to-date list of fees.

## Student Behaviour

### General Comments

- Please see the IST website for the detailed overview of rules and regulations. Go to **'Parents Area'** on the website and click on rules and regulations to download the document.
- IST has a comprehensive behaviour and anti-bullying policy. Go to **'Parents' Area'** on the website and click on the anti-bullying policy. Similarly, IST has an offensive behaviour policy which can also be found on the **'Parents' Area'** of the website.
- Respect, the IB Learner Profile attributes and both the school's mission and school aims and objectives are central to expected behaviour by all at or visiting IST. Respect for the self, others and the environment are central to how we treat each other and our world.





## Discipline Procedures

The school's discipline procedure will aim to encourage positive student behaviour and provide a structure, which supports staff in their endeavour to achieve this aim. The discipline procedure will be used to find causes and resolve conflict. A pupil will be encouraged to explain his or her actions, reflect on his or her behaviour, and will be set realistic future behavioural targets whilst understanding the school's expectations. Liaison between the school and home in this area is vitally important.

IST has a zero tolerance regarding physical violence in the school. However, we do need to have a clear line in what constitutes violence. A bit of pushing and shoving is not uncommon, especially in a normal school, but a definite hit or slap which is from a child with known and documented physical violence issues or also where there is intent, will be followed up immediately and with consequence, especially if it causes physical pain or extreme distress for the other student.

A teacher can remove a student for the remainder of a lesson. However anything more than one lesson must be done only by the principal and is an individual decision (enkeltvedtak). Such decisions are communicated to parents in writing both in English and Norwegian. The parents have the right to appeal against such decision in writing. These appeals are reviewed by the board and then sent to fylkesmannen (County Sheriff) for referral and assessment.

Failure by a student to comply with the **School Rules** will result in a disciplinary process. This process will progress through a number of steps but at each step reinforce the principles of support, encouragement and reflection outlined in the following:

- **Step 1:**

The member of staff dealing with the issue meets with the student, discusses the incident and gives him/her the opportunity to explain their actions. The student should be encouraged to reflect on their actions and realise the effect on themselves and others. Parents will be informed by email/letter of the outcome of the meeting.

- **Step 2:**

Parents are called in for a meeting with the Class Teacher and Principal and anyone else deemed necessary by the Principal. The meeting will attempt to establish clear goals and a monitoring procedure for ensuring that these goals are met. These will be discussed between all parties in the meeting.

- **Step 3:**

If the Code of Conduct is continually abused after the previous steps have been followed then suspension from school for a period specified in Norwegian law may follow. A student in PYP or Grades 1-7 can be send home for the rest of the school day. Students in Grades 8-10 can be suspended for a maximum period of 3 days. If this course of action is deemed necessary, all aspects of Norwegian law pertaining to this procedure will be complied with. In these cases this



would be an individual decision and an enkeltvedtak form would be written (see **Appendix 2**). Parents have the right to appeal against an enkeltvedtak.

A student can be removed for the remainder of a lesson by the teacher. Any removal for more than a lesson is an individual decision (**enkeltvedtak**) and is then communicated in writing to the parent by the principal in English and Norwegian. Parents can appeal in writing against this decision.

### Positive Praise and Awards

It is important that when students meet or exceed our expectations they should be rewarded. Positive praise is very important and should be the focus within the school for behaviour, academic excellence and attitude. This can apply to work, effort, or behaviour. There are three basic levels:

- Level 1 – Written or verbal comments and class award systems

It is so important that students know when they have done well, and just a simple “Well done!” or similar statement is a positive reinforcement of acceptable behaviour. Class teachers and subject tutors can give out bronze awards when students work particularly well, demonstrate attributes of the IB Learner Profile, are especially creative, and/or demonstrate respect and care to others and the school. This can be given as stars/comments on work or verbally, and can be also put on the school discipline record system (*ManageBac*) as positive feedback. This kind of award is more common and class based compared to the following levels of award.

- Level 2 – Silver Award (Certificate)

If a student significantly exceeds expectations they should be rewarded with a silver certificate. This can be rewarded for a piece of excellent work, a show of unexpected extra effort, or for behaviour – such as helping a younger child in the playground. The student is presented with the award at assembly. In MYP students can receive a Progress Award for excellent and sustained progress in their work and subjects.

- Level 3 – Gold Award (Certificate)

If a student produces an original and outstanding piece of work, an exceptional amount of effort or an exemplary personal action then they should be given a Gold Certificate. The tutor or class teacher may inform the student’s parents by e-mail and the student is presented with the award at assembly. Gold awards are usually given at the final school assembly of the year or at Christmas to students who have demonstrated the attributes of the IB Learner Profile and the school mission statement consistently throughout the year.

### Frequency

As suggested above the Gold Certificate should be the ‘Gold Standard’ and should be a rare and



cherished occasion. Silver should be awarded when the teacher feels it is suitable but it still should be seen as a special event. Different targets should be set for different students. The reasons for receipt of a certificate may vary from student to student.

## Other Information

### Social invitations

We greatly encourage social contact between students outside of school time. Being an international school, many students live in different parts of the region. We recommend that you consider the importance of having strong social links between all students and include those who are new to the school or who are sometimes left out of social interaction. If you plan a birthday party please consider those who in your child's class that may be left out. It is useful to invite all the class, all the boys or a small group rather than leaving one or two out. The problem of social exclusion is often highlighted in the press and we are an inclusive, caring and respectful school.

### Mobile phones

Mobile phones are not allowed to be used by students during school time without the express permission of teachers. In the event of unauthorised usage the mobile phone may be confiscated for the rest of the day. For repeated violations of the rules for using mobile phones, the phone will be confiscated and must be picked up by parents with a letter about what happened, with a reminder that repeated violations of school rules may result in a reduced behaviour grade. Whilst the use of mobile phones is not banned during school time, their use must be monitored by and agreed with the teacher at the time.

### Cycling to school

Children are encouraged to lead a healthy, balanced lifestyle. Cycling to school is encouraged but safety precautions should be adhered to.

- Reflective, protective gear should always be worn.
- Children should travel an agreed route to and from school and should inform their parents if they take a different route.
- If younger children (Grade 4 or below) are cycling to school on their own, parents should inform the school in writing that their child is cycling unaccompanied to and from school. In such scenarios, we encourage:



- Students to have taken part in the cycling training arranged by *Sykkel i Telemark*;
- Parents should cycle the route with their child a few times before allowing them to cycle the route on their own;
- Students should have an agreed route and should contact parents if they have any issues.

### **Movies @ IST**

Educational films are a useful media for enhancing learning. When deciding on what movies to show and watch, whether for lesson enhancement or “Golden Time”, the following criteria are always considered:

1. Content
2. Suitability
3. The message
4. Age restriction

The school uses the age restriction of the film and the following sites to verify these criteria:

1. Age restriction of the movie
2. Content and age restriction according to [www.commonsemmedia.org](http://www.commonsemmedia.org)
3. Age restriction for the film given by English speaking countries such as UK and USA as detailed on [www.imdb.com](http://www.imdb.com)

Where a Norwegian age restriction is set lower than imdb.com and commonsemmedia.org the content and advice given through these 2 sites will be prioritized.

### **Eating @ IST**

Based on previous feedback and reflection on the time set aside for eating at IST, the timetable has been structured to allow for greater time to eat in a calm learning environment.

There are 3 breaks/playtimes during the school day, ensuring that children are active for longer than the government recommended daily 60 minutes:

10.05-10.25

11.45-12.15

13.35-13.55

Students in G1-G5 have in-built eating time within the lesson structure. There will be 2 sessions:



10.25-10.40 during lesson 3 and with the teacher taking lesson 3.

12.15-12.30 during lesson 5 and with the teacher taking lesson 5.

Children should bring enough food for the whole day. They can eat some of their 'lunch' during both eating sessions. If they are hungry, they can also have some of their lunch during their playtime.

The benefits of having this in-built eating time after playtime means that students get a 'full' playtime, they do not have to finish their lunch and then race out for the last 20 minutes of playtime. They can then come in after the breaks, ready to eat and able to start the lesson calmly and prepared for learning. During this eating time, teachers use this time to read to the students in both English and Norwegian, listen to classical music, watch unit related presentations in preparation for the lesson.

Students in G6-G10 are older and able to take greater responsibility for themselves. They have the same 3 breaks, but it is up to them to manage when they eat. They will not have in-built eating time, but will use the various breaks to eat. Students should bring enough food for the whole day.

IST recommends and encourages a healthy lifestyle and lunches. We encourage students to be active during their breaks and encourage eating healthy food during the school day. Students should bring a water bottle - brus/juice/fizzy drinks are not recommended for school time, nor are sweets or chocolates recommended as lunchtime snacks. The government no longer supplies fruit to schools, so we recommend that students bring some fruit with them in the lunchboxes.



## Appendices

### Appendix 1 Worried about Bullying student form

You must only use this form if you really feel that you are being bullied and understand what bullying is. Please give this to your teacher or place the completed form in the bullying box.

My name

My Class

Date

<input type="text"/>	<input type="text"/>
----------------------	----------------------

Who is bullying me? What class are these students in?

How are the person/persons bullying me?

Describe what has happened and why you feel that you are being bullied



**Appendix 2 Enkeltvedtak form**

**Written Confirmation of Individual Decision Concerning Withdrawal of Students from Lessons or Assessment**

Student's Name / Navn: XXXXXXXX XXXXXXXXXX

Date of Birth / Fødselsdato: XX/XX/20XX

Class / Klasse: XXXX



International School Telemark hereby makes the following **individual decision**:

<b>Decision</b>	
<b>Reason</b>	
<b>Length of time</b>	
<b>Person responsible for following up</b>	

International School Telemark wishes to have an ongoing dialogue with you on how the student's school situation develops in relation to aforementioned action put into place. The decision can be appealed, with a deadline of 3 weeks after parent/guardian's receipt of this letter (see the Public Administration Act §§28 & 29). Any appeal must be made in writing and contain reasons for the appeal. The appeal should be sent to the School. If the School does not agree with the grounds for the appeal, the appeal will be forwarded to "Fylkesmannen i Telemark". The decision made by "Fylkesmannen i Telemark" is final and cannot be appealed.

You have, with certain exceptions, the opportunity to see documents relating to this matter, according to the Public Administration Act §§18&19. We also refer to the Public Administration Act §12, which states that a party has the right to legal assistance or assistance from another authorized agent through all steps of the procedure. Any person of full age and legal capacity or person from an organization you are a member of can be used to assist.



International School Telemark vektla følgende vedtak:

<b>Tiltak</b>	
<b>Grunn</b>	
<b>Varighet</b>	
<b>Samt ansvarlig for oppfølging</b>	

International School Telemark ønsker å ha en fortløpende dialog med deg om hvordan elevens skolesituasjon utvikler seg i forhold til de(t) iverksatte tiltak. Det er skolens ansvar å beskytte rettighetene for andre studenter til å lære i et trygt og sikkert miljø. Tiltak i forhold til elevens psykososiale miljø er et enkeltvedtak, jf. forvaltningsloven (fvl.) § 2. Vedtaket kan påklages med en klagefrist på tre uker regnet fra det tidspunkt du har mottatt brevet jf. fvl. §§ 28 og 29. En eventuell klage må være skriftlig og begrunnet, og den skal sendes til skolen. Endelig klageinstans er Fylkesmannen i Telemark. Fylkesmannens avgjørelse er endelig og kan ikke påklages.

Du har, med visse unntak, anledning til å se sakens dokumenter jf. fvl. §§ 18 og 19. Det vises samtidig til fvl. § 12, som blant annet fastslår at en part har rett til å la seg bistå av advokat eller annen fullmektig på alle trinn av saksbehandlingen. Som fullmektig kan brukes enhver myndig person eller en organisasjon som vedkommende er medlem av.

Yours sincerely / *Med hilsen*

Dr Richard Caffyn

Principal

International School Telemark

Date	Month	Year



**Appendix 3 Duty of Action form**

**School Environment Duty of Action Form**

**Information**

Student name	
Grade	
Class teacher	
Staff responsible	
Date begun	
Issue	

**Duty of Action**

Monitor	Evidence of issue; origins	
Engage	What was done to act immediately?	
Notify	Information about when and who was informed	
Investigate	Interviews with students; evidence of issue	



Action	What definite action plan has there been	
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**Summary**

Resolution	
Date completed	
Further notes or comments	

