

Building Global Citizens



This  
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Trondheim  
international  
school

# School Handbook



THIS is an IB world school that creates independent, knowledgeable and caring individuals

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Please note: The headings in the Parent Handbook match the headings on the school webpage. [www.this.no](http://www.this.no).

## About Us

Trondheim International School is a coeducational school enrolling from Primary to Middle school (6-16 yr olds). The language of instruction is English. This is recognised as an independent school (friskole) by the Norwegian Ministry of Education (Kunnskapsdepartementet) under §2.12 Education Act (*Opplæringsloven*).

### This Accreditation

Trondheim International School (This) was founded and endorsed by the Utdanningsdirektoratet (Udir) on 28 April 2004. In 2008 Trondheim International School was authorised as an International Baccalaureate (IB) World School. This believes that there should be a comprehensive IB education in Trondheim, including the Primary Years program, the Middle Years Program and the Diploma Program (offered at the Cathedral School/Katedralskolen), open to all students. This believes that language learning in a multilingual environment promotes international mindedness, intercultural understanding and language proficiency for global citizenship. This believes that strong competence in one language (mother tongue) supports acquisition of additional languages. This places a great emphasis on home-school cooperation.

### IB Mission Statements

The International Baccalaureate Organisation aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the IBO works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



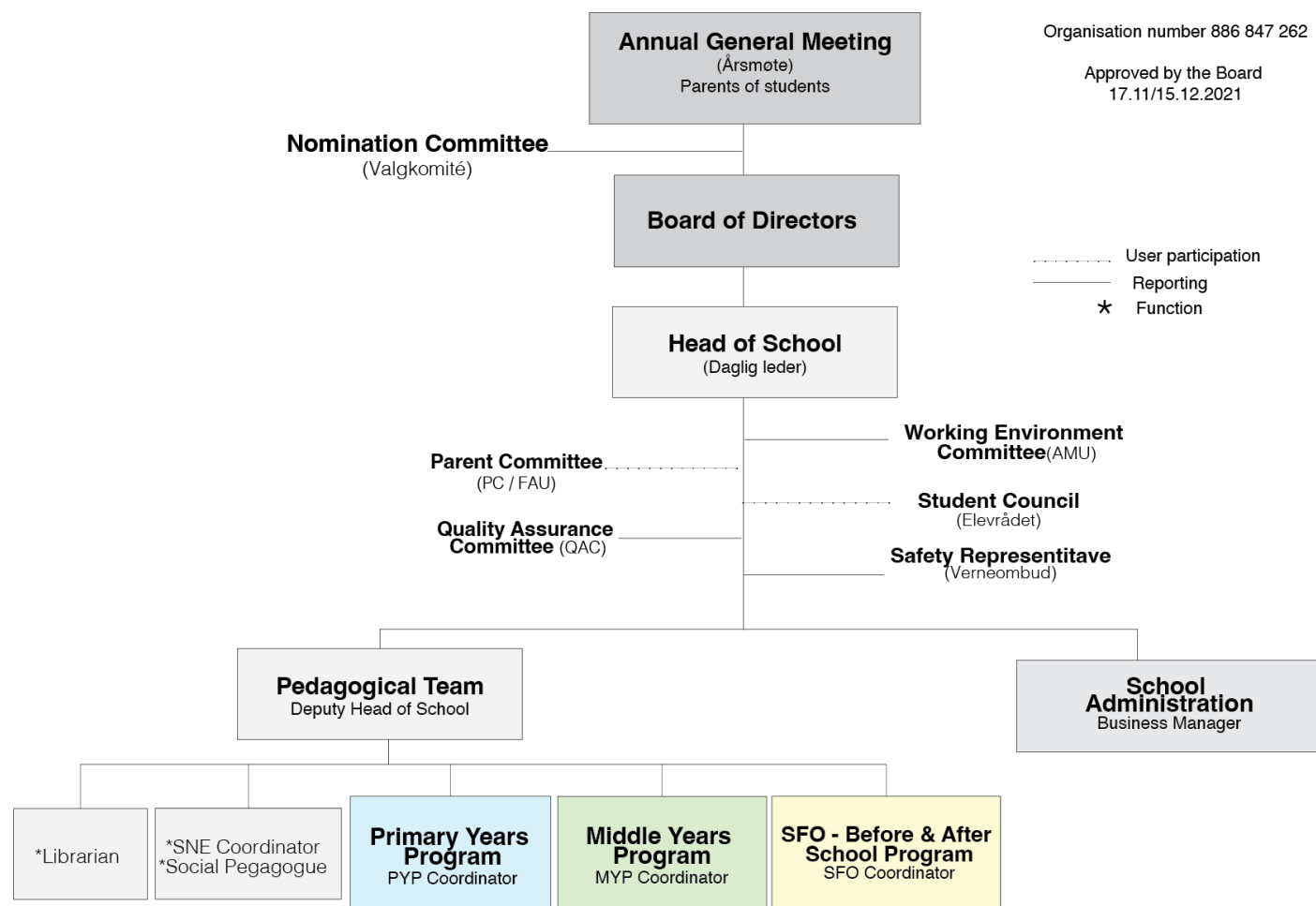
# ThIS School Vision and Mission Statement

| WHAT  | <div>BUILDING GLOBAL CITIZENS</div>  |  |   |  |   |
|-------|--|--|---|--|---|
| WHERE | VISION   |  |   |  |   |
|       | MISSION STATEMENTS   | <p>ThIS is an IB world school that creates independent, knowledgeable and caring individuals</p> <p>ThIS fosters lifelong learners in a safe and supportive environment</p> <p>ThIS provides academic excellence through a high quality education</p> <p>ThIS develops values and skills for the world of tomorrow</p> <p>ThIS inspires action and contributes to the local, national and international communities.</p> |   |  |   |
| HOW   | FOCUS AREAS<br>(How to achieve our vision and mission)                       | ECONOMY<br>To ensure a safe and stable economy   | COMMUNITY<br>To promote a high quality IB education program in a safe and positive learning environment | ORGANIZATION<br>To ensure solid systems, communication, leadership and structure | QUALITY ASSURANCE<br>To ensure a high quality organization with professional and cost effective operation |
|       | ENABLERS<br>(The foundation - what has to be in place to be able to perform) | <p><b>HIGH QUALITY STAFF, LEADERSHIP AND BOARD</b></p> <p><b>SAFE AND SUPPORTIVE LEARNING ENVIRONMENT</b></p> <p><b>THE CORE VALUES: RESPECT, CARE, SHARE AND LEARN</b></p>  |   |  |   |





## Organisation chart



To review the complete organisation chart which identifies individuals in each positions, go to <https://www.this.no/organisation-chart/>

## Governance

Trondheim International School Board consists of directors (voted by shareholders), administration (specific members of the school's management team), representatives (voted by stakeholders).

ThIS is governed by democratically elected directors. The directors shall have 5 to 7 members elected by the shareholders at the annual general meeting (AGM). The role of the administration is to report, through effective communication, the management of the school. From time to time other members of the school's management team may need to attend a meeting, if requested by the Head of School or the Chair of the Board, to present information concerning the running of the school.

The representatives from specific stakeholders have the right to attend, speak and have their statements recorded in the minutes of the Board meetings. The listed stakeholders that can elect a representative to attend Board meetings are: the host municipality, the student (elected by student council), the parents' council, the teaching staff, and other employees at the school. Representatives are elected for one year terms.

The Board has the legal responsibility for all the school's activities. The Board delegates the operation of the school to the Head of School, who is responsible for the management of the school.

## The premises

The school adjoins the beautiful Kristiansten Festning (Fortress) and its abundant parkland where students engage in PE and outdoor activities. The address is Festningsgata 2, 7014 Trondheim, Norway.

## Nearby facilities

Within our educational programmes, we make good use of facilities in the neighbourhood. These include a swimming pool (Pirbadet), an ice rink, other sports facilities, a science centre, museums, art galleries, local theatre and local sites of historical interest. So much is just on our doorstep and it's used as an extended classroom regularly.

## Admission to This

Trondheim International School admits children from Norway and abroad. It is open to all children who fulfil criteria to be enrolled in Norwegian public schools.

All applications which are received by the application deadline are considered for admission. If there are more applicants than available spots in the class, applicants are prioritised without exception according to the set of admission criteria. Further details regarding the admission criteria and procedures can be found on our school webpage (<https://www.this.no/admissions1/>).



## Community Participation

The Board endorses the concept that parent, staff and student participation in the affairs of the school is essential if the school is to attain and sustain the high level of educational excellence our students deserve. For that reason, all parents, staff and students are encouraged and given the opportunity to express ideas, concerns and suggestions about the school through advisory bodies known as community participation groups. An overview of these groups is shown in the chart.



### **Parent Committee (PC/FAU)**

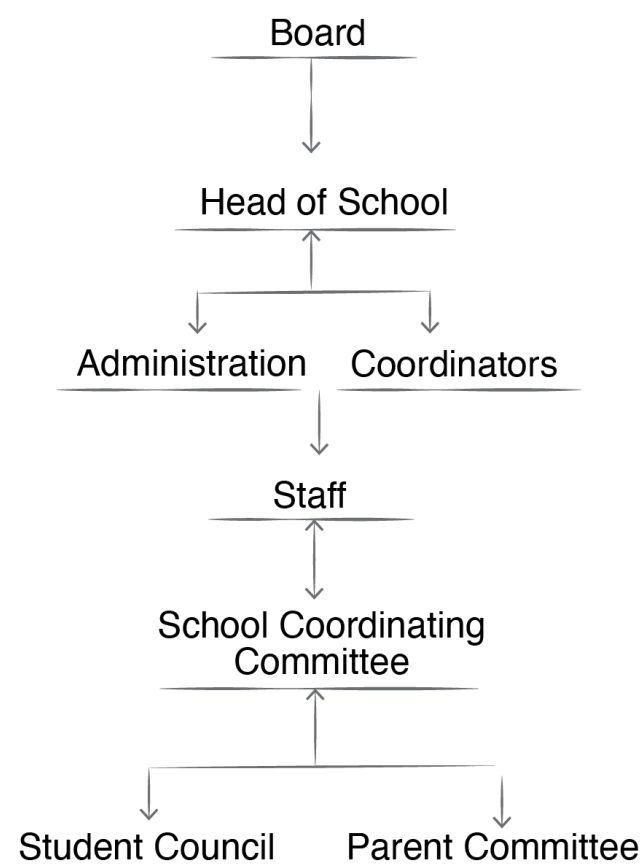
The PC consists of elected parent representatives from each year level. The PC works to protect and promote the interests of the parents with regards to the school's Board, school administration and the teaching staff. The PC also works to help these bodies to better communicate with the school's parents.

### **School Coordinating Committee (Skolemiljøutvalget)**

The committee is a way for schools to practice principles of democracy, where each of the members represent and should look for the interests of those whom they represent. The goal of the committee is to provide advice to the school leadership, nurture relationship between different parts of the school community, and to be a coordinating link between these different parts. A further aim of the committee is to promote contact between the school and the local community.

### **Student Council**

The student council is a representative body for promoting student life and facilitating communication between the administration, faculty and the students.



Student, parent or staff have an issue/matter of concern.

The first step is to always meet with the staff member directly connected to the issue/matter.

Is the issue/matter solved?

No

Contact the person on the next of the organisation chart.

Is the issue/matter solved?

No

Contact the person on the next of the organisation chart.

Is the issue/matter solved?

No

Write a signed letter to the Board/ Statsforvalteren giving details of your case and the reasons for your appeal.

Continue communicating.

## Communication Guidelines

Clear communications are essential for all members of our school community. Occasionally issues may arise. Any issue should first be discussed with the teacher or the applicable school employee. It is anticipated that most issues can be resolved at this stage.

If not, the parent or student should ask to meet with the coordinators for the appropriate school section (PYP or MYP). If the issue remains unresolved, they should be put in writing and submitted to the Head of School. The Head of School, working together with those involved will support the agreed to actions to resolve the issue.

If the issue remains unresolved, then parents and students may appeal the issue in writing to the Board/Statsforvalteren.



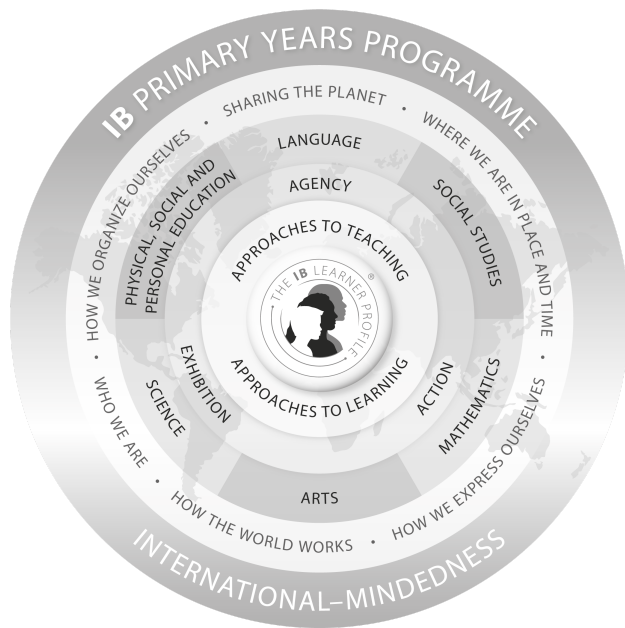
# Learning at This

## IB Education

The International Baccalaureate (IBO) consists of 4 programs;

- Primary Years Programme (PYP)
- Middle Years Programme (MYP)
- Diploma Programme (DP)
- Careers Related Programme (CP)

At Trondheim International School, we run the PYP and MYP.



The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Informed by these values, an IB education:

- Centres on learners (IB learner profile)
- Develops effective approaches to teaching and learning (Inquiry, Action, Reflection)
- Works within global contexts (Global Engagement, Multilingualism and intercultural understanding)
- Explores significant content (Broad and Balanced, Conceptual and Connected)

Working together, these four characteristics define an IB education. All models in the IB depict these characteristics. All models in the IB depict these characteristics. An IB Education aims to transform students and schools as they learn, through dynamic cycles of inquiry, action and reflection. Teachers enable and support students as they develop the approaches to learning they need - for both academic and personal success. IB programmes aim to help students explore and construct their own personal and cultural identities.



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

**The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.**



## Primary Years Program (PYP)

The PYP curriculum framework emphasises the central principle of agency that is threaded throughout the three pillars of the curriculum:

- the learner
- learning and teaching
- the learning community.

PYP learning is based on authentic inquiry-based learning and teaching that is engaging, significant, challenging and relevant.

The PYP introduces us to educational principles and practices that will position learners as agents of their own learning at the centre.



|                        |   |   |
|------------------------|---|---|
| The Learner            | Agency<br>Learner Profile<br>Action<br>Exhibition   | <p>Our understanding of the learner is the foundation of our approach to learning and teaching. Children inquire, question, wonder and theorise about themselves, others and the world around them. They are keen observers and explorers. Through their experiences and interactions, they naturally develop intricate, multi-layered perceptions and understandings. Throughout the PYP, a student is an agent for their own and others' learning through the concept of learner agency. Learner agency is connected to a student's belief in their ability to succeed (self-efficacy).</p>   |
| Learning and Teaching  | Transdisciplinary<br>Learning<br>Approaches to<br>Learning<br>Inquiry<br>Concepts<br>Assessment<br>Language                   | <p>Through acknowledging and aiming to foster the diverse capacities—physical, social, intellectual, aesthetic, cultural—of students, IB World Schools implementing the Primary Years Programme (PYP) ensure that learning is engaging, relevant, challenging and significant. A transdisciplinary approach encapsulates these aspects of learning; transdisciplinary learning in the PYP conveys learning that has relevance between, across and beyond subjects and transcends borders that confine them to connect to what is real in the world. This resource aims to do the following.</p> <ul style="list-style-type: none"> <li>• On a theoretical level, it reflects on transdisciplinarity in the PYP and reviews its transformative nature for early and primary years learners in the context of consolidated research and curriculum development worldwide.</li> <li>• On an operational level, it demonstrates how the PYP framework and key elements of the PYP are designed to promote and strengthen transdisciplinary learning and teaching.</li> <li>• On a practical level, it offers reflective questions for IB World Schools to push beyond traditional subject-based teaching to innovative concept-based and transdisciplinary approaches that bring relevance, authenticity and connection to student learning.</li> </ul>   |
| The Learning Community | Community of<br>Learners<br>International<br>Mindedness<br>Leadership<br>Collaboration<br>Learning Environments<br>Technology | <p>The IB connects a worldwide community of learners who celebrate a common humanity and share a belief that education can help to build a better and more peaceful world. Schools offering the Primary Years Programme (PYP) bring a shared commitment to the IB's mission through the learning community. Education is a social or collective endeavour and a benefit to the community as a whole, as well as to the individuals within it. Everyone in the learning community has agency; they see themselves as contributors to its ongoing strength and success, and take action to bring about change.</p> <p>To foster international-mindedness, the learning community extends to the whole IB community and views the world as the broadest context for learning. It is inclusive of everyone involved in the life of the school: students and their families, all school staff members and other important adults in the students' lives. By situating learning within local and global communities, outcomes are considered from individual and collective perspectives, highlighting the interdependence of everyone and everything. Together the learning community:</p> <ul style="list-style-type: none"> <li>• lives peacefully together</li> <li>• prioritises people and their relationships</li> <li>• assumes shared responsibility for learning, health and well-being.</li> </ul> <p>The learner profile provides many opportunities to explore attributes that underpin these outcomes, supporting everyone to be principled, caring and reflective community members.</p> |

## Middle Years Program (MYP)

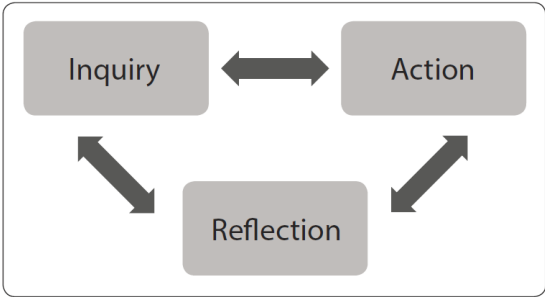
### Program model

The MYP is a challenging and interesting course of study. Students need:

- to actively take responsibility for their learning
- to work and cooperate closely with others
- to explore new ways of understanding and inquiring into the world around them.

The MYP aims to do more than allow students to progress in different subject areas. The MYP aims for students as a learner to make connections: between subjects, between people, between how they act and how their actions affect others and between the school and the wider community. The ultimate aim of the MYP is to help students prepare for life. This program provides students with the skills and knowledge to pursue their choice of further education. Our graduating students have continued their education in the local high schools, the IB diploma program and other international schools.

The IB MYP curriculum encourages students aged 11-16 to make practical connections between their studies and the real world, preparing students for success in further study and in life.

|                        |  |
|------------------------|--|
| Global Contexts        | Identities and relationships<br>Orientation in time and space<br>Personal and cultural expression<br>Scientific and technical Innovation<br>Fairness and development<br>Globalisation and sustainability               |
| Approaches to Learning | Social Skills<br>Communication<br>Thinking<br>Research<br>Self-Management  |
| Key Concepts           | Aesthetics, Change, Communication, Communities, Connections, Creativity, Culture, Development, Form, Global Interactions, Identity, Logic, Perspective, Relationships, Time, place & space, Systems                    |
| Teaching and Learning  |  <pre>graph TD; Inquiry[Inquiry] &lt;--&gt; Action[Action]; Action --&gt; Reflection[Reflection]; Reflection --&gt; Inquiry;</pre> |

For more information regarding curriculum including PYP and MYP handbooks, visit <https://www.this.no/learning-at-this/>.



## ThIS Library

At ThIS, the library plays a central role in the implementation of the IB programmes. The Trondheim International School Library builds global citizens by fostering lifelong learners who are enthusiastic readers, skillful inquirers and critical thinkers. ThIS Library is a community hub that cultivates responsible and ethical users of ideas and information.

## SFO - Before & After School Program

SFO is run by Trondheim International School and is governed by national and municipal by-laws.

ThIS offers before and after school care (SFO) for children from grade 1 to grade 4.

Morning hours: 7:30 to 8:30

Afternoon hours: After school until 16.30.

ThIS SFO offers holiday clubs during school holidays (Fall Break, Winter Break and Summer). SFO is closed during the month of July.

Admission for SFO occurs in the beginning of the school year (August) and/or at the beginning of the second semester (February). Termination occurs automatically when your child finishes 4th grade.

## School Life

### Parent Information

#### School Day

Students are expected to arrive at school on time to start the school day at 8:30. Do not enter the school building in the mornings unless your child is in SFO or you have a scheduled meeting. We have staff supervision outside of school from 8.10. If students from grade 1 to 4 need to arrive before 8.10, they can be enrolled to attend morning SFO.

As your child progresses through their school life, their school day becomes longer to accommodate for the learning needs. To view this progressive time structure, refer to the section 'School Life' on the school webpage

#### Attendance

Attendance is taken on ManageBac (MYP) and Toddle (PYP) every morning by 8:35.

#### Absence notification

If a student is going to be late or absent at a certain time of the day e.g. due to a doctor/dentist appointment or sickness, parents/guardians must notify the school by 8:30 via ManageBac under the attendance excusal tab or Toddle. Please inform the office if your child is absent due to any epidemic disease.

NB: The school has an obligation to report and take action when there is excessive lateness. The contact teacher will discuss it with students and parents first. If there is no improvement in arriving on time further action must be taken. If there is reason for concern, the Children and Family Services (BFT) will need to be informed.

#### Late arrivals

Students who arrive late at school have to report to the office first before entering their class. Failure to do so might result in being marked as absent.

#### Leaving school premises during school hours

Students are allowed to leave the school grounds for planned appointments with the written notices from parents. Parents must notify the school via ManageBac under the attendance excusal tab.

### ManageBac

In MYP we are utilising a Student Information System that is designed specifically for IB Schools to integrate teacher planning, record keeping and communication with students and parents. It is called ManageBac. Students and Parents are provided secure logins to this web-based system to connect with course work and to foster communication about student learning.

### Toddle

In PYP we are utilising a Student Information System called Toddle that is designed specifically for IB PYP Schools to integrate teacher planning, record keeping, communication with students and parents and an online journal/portfolio. It is called Toddle. Students are provided secure logins to this web-based system to connect with course work and to foster communication about student learning.

### School Materials

In Norway, all students are provided with the minimum necessary equipment for lessons. This includes all stationary and IT equipment.

1st grade students are provided with a school bag by Statens vegvesen (the state road authority).

### Dress code

One of the values of the school is respect and sensitivity to other cultures. This should influence the way students dress. Deliberately torn clothing, visible underwear, see through or display of offensive images or words are not allowed. If jewellery is worn it should be minimal, not offensive. We encourage students not to bring objects of value to school. The school is not responsible for lost personal property. Students that do not dress properly will be asked to change or cover unacceptable clothing.

### Outdoor clothes

Rain pants, a rain jacket with hood/rain hat, and rain boots are important for outdoor play during the autumn and spring months. In the winter students need good warm winter wear that allows them to be outside for breaks in freezing temperatures (temperatures can drop to -20°C). Students must be prepared for all weather as they will go outside during the day.

### Inside Shoes and Physical Education clothing

- Inside shoes must be worn at all times during the school day. Students are expected to have a pair at school to get changed into every day.
- It is expected that students change their clothes for Physical Education (PE) lessons. Students must bring appropriate clothing and shoes for these lessons each week.

### Lost Property

- We have a problem with students forgetting shoes, clothes, keys and other belongings.
- Please be sure to label everything clearly, so it is easier to find the owner.
- Clothes / shoes are collected and placed in the lost and found area by the PYP1-2 toilet.
- Unclaimed items are donated to a charity at the end of each month.

### Personal Property

Each student is responsible for his/her own property. Anyone who brings valuable items to school does so at his/her own risk. Students are not encouraged to bring valuable items or large sums of money to school, and This takes no responsibility for lost or stolen items.

## ThIS Healthy Eating Agreement

Packing healthy school lunches with fresh foods gives your child the energy to grow, concentrate, learn and play all day. As a school community we want to help promote being balanced through healthy living and the choosing of a variety of foods to include within our school lunches.

No one food or food group provides all of the nutrients we need for good health.

Packing school lunches with many different kinds of nutritious food choices and minimal sugar is one important way to contribute to active, life-long learning and good health.

Please refer to the section 'School Life' on the web page to view our ThIS Healthy Food Agreement.

- Students bring their own lunches, including required cutlery, from home.
- Students should bring an afternoon snack (fruit/vegetable).
- Students need a water bottle to stay hydrated throughout the school day. Students should not expect to be given permission to leave the classroom to get a drink of water during lesson time.
- Sweet drinks or any other drinks with added sugar or sweetener are strongly discouraged.
- All sodas (brus) and energy drinks which contain caffeine are forbidden.

## School Milk

Orders for a daily delivery of milk or juice can be placed directly online through the website of the local dairy, [www.skolelyst.no](http://www.skolelyst.no). Payments are made directly to the dairy and not to ThIS. Information about how the system operates, how to set up an account and place an order is available in English and Norwegian. Once placed, you can administer your own order, including changing the product ordered, cancelling for planned absences, etc. Orders can be placed at any time of the school year. This is a voluntary program administered by Tine melk. Trondheim International School is registered as a participating school.



## Health and Safety at ThIS

### Sickness

Parents are expected to keep their child at home if he/she is unwell and/or unable to participate in the school activities of the day. This also applies if he/she has an infectious disease or a condition that could be passed on to other children or school staff. As a general rule it is the child's overall condition that decides whether he/she should return to school or be kept at home.

- Temperatures more than 37,5°C in the morning and 38°C in the evening are considered a rising temperature, and the child should be kept home until fever free (without medication).
- Children suffering from a virus such as a stomach flu (e.g. with vomiting or acute diarrhoea) can return to school 48 hours after the symptoms disappear.
- Eye infections (conjunctivitis) are highly contagious, and consulting a doctor may be appropriate. If a treatment is prescribed, the student may return to school the next day.
- In the case of chickenpox or other infectious skin lesions the student may return to school when the rash has dried out and is under control.

Notify the school and class teacher by 8.15h if a student is not able to come to school because of sickness. Please be specific about the reason. If a child develops a fever at school or shows signs of an illness such as the flu (e.g. vomiting), staff will call parents to ask them to collect their child. Parents should attempt to do so in as timely a manner as possible.

### Prolonged illness

Contact the class/contact teacher if there is excessive absence due to prolonged illness. Together with the contact teacher and school nurse you will find the solution to support the ill student.

### School Nurse

The school nurse works two days per week within the school. Please refer to the school webpage for the school nurse's contact details and schedule.

If you have any concerns regarding your child's health, you can arrange a time to meet with the school nurse.

#### Health Services offered at ThIS

- 1st grade: School starters visit with the school nurse and doctor. Individual conversations, hearing test and height/weight measurements.
- 2nd grade: Vaccine (Diphtheria, tetanus, whooping cough, polio)
- 3rd grade: Helsedag/health day at school with school nurse and physiotherapist and occupational therapist. Individual height/weight measurements with a school nurse.
- 5th grade: Puberty education in classroom and/or groups
- 6th grade: Vaccine MMR (measles, mumps, rubella)
- 7th grade: Vaccine HPV (Against several forms of cancer including cervical, oral, anal. From 2018 offered to both boys and girls)
- 8th grade: Ung MEST classroom seminar with school nurse and physical therapist, individual height/weight measurements and consultation with school nurse.
- 9th/10th grade: Sex education classroom and/or groups
- 10th grade: Vaccine (Diphtheria, tetanus, whooping cough, polio)

Our school nurse and social worker are available for students as needed (contacted by students, parents or teachers). It is important and necessary for cooperation between students, parents, the school and the school nurse / social worker. With joint efforts we can better see the student's entire life situation, find holistic solutions and take action at an early stage.



### Tuberculosis Test

Children newly arrived in Norway from high risk countries, need to provide tuberculosis test results before they start school. This is an important requirement before you start school in Norway. The test needs to be taken in Norway. Please refer to the link on our webpage to check if this requirement is relevant for you.

### Social Pedagogue

The social pedagogue works one day a week at the school. Please refer to the school webpage for the appropriate contact details.

### Allergies and hypersensitivities

Trondheim International School will follow the procedures and principles for facilitating children with allergy and hypersensitivity reactions at Trondheim International School and SFO recommended by Trondheim Kommune. If your child has an allergy that needs to be considered, please note that the school must have a doctor's note to take preventative actions and routines.

### Dental care in Sør-Trøndelag

Children from 0 to 18 years old are entitled to free dental care in public dental clinics in the county until the year they turn 18 years old. Students will be called in by the dental office closest to the student's home address.

### Head lice

Head lice are common in schools particularly during spring and autumn. Head lice are tiny insects that live on the scalp, laying eggs, called nits, which stick to hair very close to the scalp. Head lice do not spread disease. Having head lice does not mean children are not clean. Students with head lice need to stay home until all eggs and lice have been removed. Please inform the office and class teacher if this is the reason your child stays home from school.

The school will send out an email to all parents that there is a case of head lice. In the Email parents are requested to check their child(ren), and advice is given on how to do this and how to treat head lice.

### First aid

The school staff will administer first aid to students who are injured during the course of the school day. Parents will be contacted if students require treatment for more than cuts and scrapes and need to be taken to the Emergency Room (Legevakt). Parents will also be contacted if a student becomes unwell in the course of the school day. For these reasons, the school requires an emergency contact telephone number from each family. The school staff is trained in administering first aid by professional instructors. Sufficient supplies of appropriate first aid equipment are kept at central places throughout the school.

### Incident reporting (insurance)

All students are insured under a Collective Accident Insurance. The students are insured on the way to and from school, in the school premises during breaks, and while participating in the classroom, excursions and other activities organised by the school. The school does not hold travel insurance.

A serious injury (which is more than cuts and scrapes) is reported to NAV (Norwegian government funded welfare system) and the school's private insurance company. Parents will be contacted by school in order to complete the reporting.

### Handling of medicines

Students may need medication administered during the course of the school day either on a long or short term basis. In each case, a written contract will be entered into with the parents/guardians of the student concerned, giving the school authority to administer the medication. It will be the responsibility of the parents to ensure that a member of staff is instructed in the administration of the medication.

NB: Parents/caregivers are responsible for the training of the staff members who administer medications. This assumes that the parents/caregivers have received the necessary guidance from their child's doctor and hence are able to provide this information to the school.

#### Fire drills

Evacuation drills will be held at unexpected times to provide for the safety and well-being of the student body. Teachers will accompany their students as they leave, remain with them to take attendance and return with them to the school building.

#### Safe haven

THIS has an evacuation plan in place in the event of an emergency. For example help for people with disabilities is organised and there are deputies for principal/HMS officer responsibilities. Parents can come to collect their children from the "safe haven" in the unlikely case the school building cannot be used for the time being. You will be contacted as soon as possible if students need to be released early and informed of the "safe haven location". Please make sure that you always update your personal contact details and provide the school with additional contact persons that are allowed to collect your children in case of an emergency.

## Assessment and Reporting at This

Assessment and reporting is integral to the learning process. The assessment and reporting process seeks to facilitate the acquisition of knowledge, conceptual understanding, mastering of skills, development of academic attitudes, along with ability to make choices translating learning into action. Assessment defines what students know, understand, can do and articulate at different stages in the learning process. Reporting is used to gather, analyse and communicate information related to student performance to the school community. This allows students and teachers to set specific goals to base future curriculum planning and practice. Assessment and Reporting is intended to provide transparency, consistency and understanding of practices across the school community.

### Assessment

The students in our school are not judged against the work of other students, but against assessment criteria which the teacher will show and explain to the student at the beginning of a task. This enables the student to keep an eye on their level of achievement and help them set goals and understand where they need to improve. The criteria for each task are created by the teachers to suit the expected outcome.

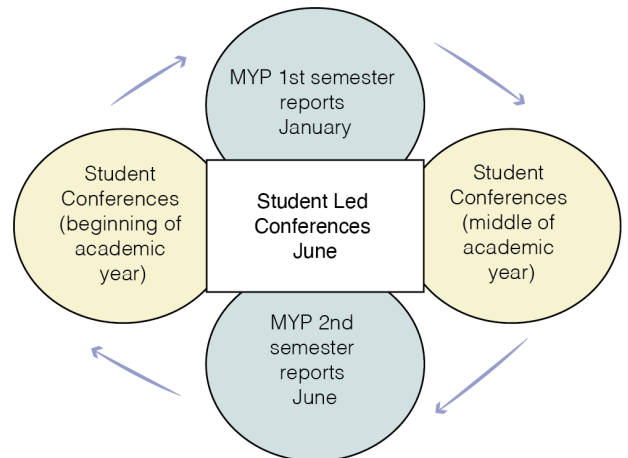
- In the PYP, The prime objective of assessment and reporting in the PYP is to provide feedback on the learning process. There are no year level expectations in a series of achievement standards. No one is at, on, above or below expectations. Every student is simply at the level of development defined by what learning is developmentally appropriate for them. The school's learning continuum is organised into phases of development. Learning is a developmental process and the phases the learner passes through are not always linear or age-related.
- In the MYP all subjects have 4 criteria A, B, C and D. Each task that is set by a teacher is levelled according to the student's achievement from 1 to 8. At the end of the year teachers add together the students final achievement levels in all criteria for their subject group. When teachers look at the criteria in each subject they do not use an average but a *best fit approach*. This means that if a student is consistently working at a level 7 and performs badly in one assessment and receives a 3, the final level of achievement should not be affected as they are consistently working at the higher level. After having worked out the achievement levels for each criteria, they are totalled for each subject. The teacher then applies the IB grade boundaries to determine the final grade for the specific subject.

## Reporting

Reporting is an effective way of relaying information about student assessment to relevant stakeholders. Parents, students and the school staff are all valued as contributors to the reporting process and we seek to share the responsibility for learning and monitoring student progress. Since students are at the centre of all reporting, it follows that they should lead a part of the reporting procedure. Our reporting cycle is designed to accommodate all relevant people in this process.

Our reporting cycle consists of:

- 2 Student School Environment surveys to be completed by students with their parents, followed by a conference with the contact teacher.
- 2 Report Cards where teachers report on academic progress (MYP), 6 unit summaries where teachers report on academic progress (PYP)
- 2 parent/teacher interview weeks where parents or teachers can book times to discuss academic progress. Students are welcome at this meeting.
- Students take responsibility to share and celebrate their learning in the Student Led Conferences as an intricate part of the reporting cycle.



## Inclusion at This

This believes that all students have the right to an education that is adapted to meet academic and personal challenges, while providing opportunities for students to utilise their strengths and abilities. All teachers are inclusion teachers.

## Languages at This

This believes that language learning in a multilingual environment promotes international mindedness, intercultural understanding and language proficiency for global citizenship. We believe that strong competence in one language (mother tongue) supports acquisition of additional languages. Communication and language learning is natural and acquired through social interactions. In addition to conversational and social proficiency, students become proficient in academic language.

## Academic Honesty at This

Academic honesty is an important dimension in the authentic construction of meaning and learning in all our programmes. However, since learning occurs along a developmental continuum, academic honesty will involve different specific practices in and across the different programmes. Please refer to the policy for more detail on how the school develops this.

## School Environment Plan

All students are entitled to a safe and positive school environment that promotes health, wellbeing and learning. The School Environment Plan identifies the school's preventative measures, as well as the procedures for following up individual concerns regarding a student's wellbeing at school. This plan applies to students at school, on their way to/from school, in the Homework Club and in the After School Program (SFO).



## Information Communication Technology at ThIS

The school community will use ICT to develop the skills to investigate, create, communicate, collaborate, and organise. The school community will become responsible digital citizens through guided practice using ICT in school. Students do not use ICT unless they are directed and they must lock any device away in their lockers unless they are directed to use them. (This includes personal mobile phones and smart watches) ThIS inspires actions and contributes to the local, national and international communities.

## Rules and Regulations

### IB Regulations

As an IB school there are a number of documents that the school must comply with. On our webpage you will find links to the following documents:

- Programme standards and practices
- General regulations: Primary Years Programme
- General regulations : Middle Year Programme
- Rules for IB World Schools: Primary Years Programme
- Rules for IB World Schools: Middle Years Programme

### Code of Conduct

The code of conduct outlines the expected behaviours and possible consequences in our school. The Code of Conduct applies to all year levels at ThIS. These are shared with the students and parents at the beginning of every school year. You can find the complete Code of Conduct on the school webpage.

### Right to a good student environment

In Norway, all children have the right to enjoy a safe and good school environment that promotes health, well-being and learning. This means that your child should not suffer bullying or harassment from other children or from teachers. If your child is unhappy, he or she is entitled to get help from the adults at the school.

### Contesting of grades

Students have a right to contest the final grade given in a report. This is in accordance with “Forskrift til Opplæringsloven” §5-4 of the education act. To act on this, you must submit a signed letter by the due date indicated in the final reports. The contesting of grades, may lead to an increase or a decrease in the grade.

### Leave of absence

According to the education Act [*Opplæringsloven*] § 2-11, parents must apply for leave of absence from school. There are two types of leave; Personal leave during school time and leave for religious occasions. Please refer to the school webpage to find the application form.

### Independent Study Agreement

The Board of Directors authorises independent study as an optional instructional strategy for students, where equivalent requirements for class and/or course study may be adequately met through study outside of the

regular classroom setting. The international constituency of This demands a degree of flexibility in the school leave policy due for example to the various religious calendars, immediate families living abroad and calendar differences between countries and cultures.

## Right to apply for exemption

There are a number of reasons to apply for exemption from assessment or the expectations at school. We have an updated version of this on the school webpage.

- Nynorsk assessment
- Norwegian assessment
- Individual Education Plan (IEP )

## Right to careers counselling and pastoral care

Students have a right to necessary counselling on education, occupational offers and occupational choices (careers counselling).

Based on *Fsl. § 3-11, Generelt om retten til rådgivning, se Forskriften § 7-1, Om sosialpedagogisk rådgivning, se Forskriften § 7-2*

## Student representation

Students have a right to be represented in various committees/ bodies of the school.

This includes:

- Student council (§5-3 *Friskoleloven*)
- School coordinating committee (§*Fsl. § 2-4 som henviser bl.a. til opplæringsloven §§ 9a-5 og 9a-6*):
- School Board (*Fsl. § 5-1*)

## Right to transportation

Students are entitled to a free school bus card according to Norwegian law (*Opplæringsloven §7-1 and Friskoleloven §3-7*).

Students in grade 1 who live further than 2km from school are entitled to a free bus card and 4km for students from grade 2 and up.

### Other transport

Students with disability, temporary injury or sickness can apply for other means of transportation if necessary. Parents can send a request to the school with a medical certificate and the school will forward it to Trøndelag Fylkeskommune who will make the decision.

## Privacy at This

Personal information that is necessary for conducting the education will be stored and processed in accordance with the requirements of the Personal Data Act (*Personopplysningsloven*) Chapter II and the school's internal routines for student information and files.

Trondheim International School will not give any information about students or parents to anyone without consent or unless the law allows us to. We are required by law, in certain cases, to pass certain information about students to the local municipality, the county council, social services, child welfare services and the Norwegian Labour and Welfare Organisation (NAV).

Students and parents have the right to know what kind of personal data is stored at school, how it is processed and what it is used for. They also have the right to access their own personal data stored in the school.

Please contact the School Office if you want to receive a copy of the information about you or your child that we hold.

Further information is on the school webpage.

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