

ISB Handbook 2024 – 2025

International
School of Bergen



The International School of Bergen was founded in 1975 and is a non-for-profit, co-educational day school, enrolling students from preschool through upper school.

Instruction is in English.

ISB is recognised as a “privatskole” by the Norwegian Ministry of Education under §2.12 of Opplæringsloven and as a private kindergarten under the kindergarten act.



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1. The school

1.1 Accreditation

ISB was accredited for the first time in 1985 by both the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC). ISB received re-accreditation for a further ten-year period in 2016. The International Baccalaureate Organisation has approved the delivery of their Primary Years Programme (PYP) and Middle Years Programme (MYP) at ISB. This indicates the high esteem these organisations have for our programmes. The implementation of these programmes was last evaluated by the IB in May 2018. In November 2022 ISB was reaccredited with the IB, NEASC and CIS.

1.2 Governance

ISB is governed by a democratically elected, six-member Board of Trustees and consists of three parent-elected members, one company representative selected from among the corporations enrolling students at ISB, one staff-elected member and one member selected by the Board. The Director is an ex-officio, non-voting member of the Board. All legislative matters that pertain to the making of policy for ISB rest with the Board of Trustees. The Board is responsible for establishing school policy and making major decisions such as the approval of the annual budget, hiring the school director, and establishing the school calendar. The day-to-day operation of the school is the responsibility of the Director, who manages the school's programme within the parameters set forth in the Policy Handbook.

The ISB Board of Trustees meets bi-monthly to discuss on-going operations and issues that may affect the school. Parents are invited and encouraged to attend Board open sessions and the Annual General Assembly, during which the activities of the Board are discussed in addition to issues that may be raised in the assembly.

1.3 Guiding statements

ISB is guided by a set of statements including mission and core values and beliefs and objectives. See p. 5.

Community

Integrity

Respect

Responsibility

ISB Vision

Shaping the future
with caring and
confident citizens
of the world.

ISB Mission

The International School of Bergen
– providing an internationally accredited
education serving the business and Bergen
communities.

ISB Charter

The purpose of the Foundation is to provide
an internationally accredited education
serving the business and Bergen communities
and thereby foster in young people
intercultural understanding and a respect
for human rights towards the furtherance
of a more tolerant, peaceful and globally
responsible society. The Foundation operates
on a not-for-profit basis. The Foundation
is governed by a Board of Trustees.

ISB Global Citizenship Statement

Through Global Citizenship we empower
learners to actively participate in seeking
solutions to further develop an inclusive,
diverse and sustainable world.

ISB Definition of Learning and Teaching

Learning at ISB starts a lifelong process of inquiry that develops skills, competencies and transferable conceptual understanding in authentic real world settings. There is an integral focus on the character of the individual, their collaborations within the community, having agency and taking action in a changing world. Learning is facilitated by a team of dedicated, skilled, inquiry-based educators and pastoral staff devoted to creating an inclusive, supported, joyful environment for learning that goes beyond the classroom.



International
School of Bergen

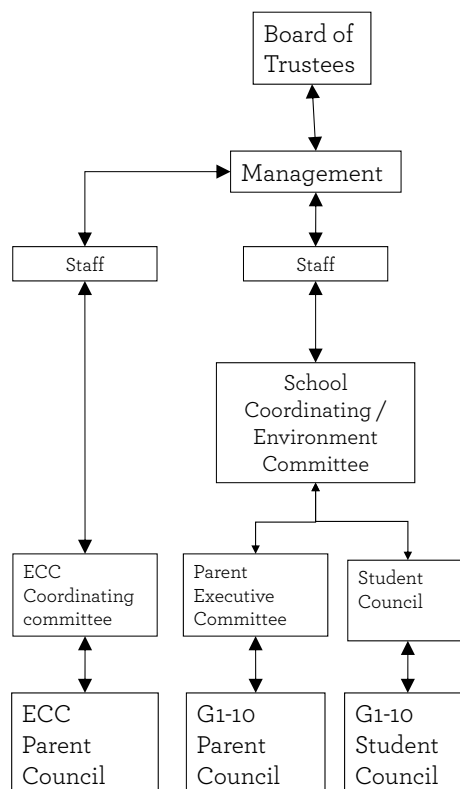
1.4 Community participation

The Board believes 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 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.

Each group has its own charter. The charters can be found on our website: www.isbergen.no/our-community/board-of-trustees

Advice and feedback received through the community participation groups will be taken into consideration by the Board and the Leadership team in their decision making. Final decisions will be made based on the Board's and the management's own best judgement.



1.5 Home - school communication

Home - School Communication

Newsletters and other mailings are shared with the school community on a regular basis. You will receive an ISB newsletter, called the Orca Splash, weekly on a Friday. In the Early Childhood Centre (ECC) and Lower School parents are contacted regularly through our learning platform, Toddle. In Upper School parents are also contacted regularly through our learning platform, Managebac.



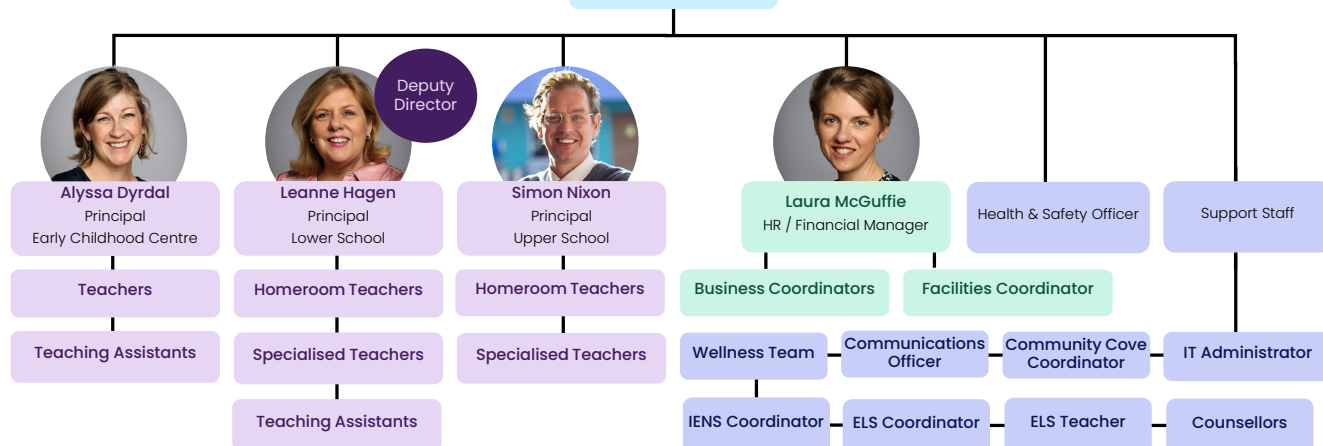
Board of Trustees
3 Parent-Elected Members, 1 Staff-Elected Representatives,
1 Company Representative, 1 Community Representative



Peter Ledger
Director

Organisation Chart

Teaching Administrative Support Board



The school has a Facebook page, an Instagram account, and a LinkedIn account where news and pictures of school events are posted. Parents do not need to be on Social Media themselves to access this information. Teachers will respond to an email within one working day, in this way they can maintain regular contact and still have sufficient time for our students. In urgent cases you may contact the relevant principal.

Home – School Conferences

All parents and students in grades 1 through 10 are expected to attend bi-annual home-school conferences. In Upper School these take place online via the Schoolcloud video conferencing platform. At any other time during the academic year, teachers, students or parents may request a meeting to discuss a student’s progress or other matters. In the ECC parents are invited to sign up for bi-annual home-school conferences. Parents are strongly encouraged to sign up and attend the conferences.

Parent Information Sessions

These events are organised for the beginning of the school year. On this occasion teachers provide an overview of the curriculum and their plans for the school year, in addition to providing parents with relevant information and answering questions. General information about the school and classroom organisation is also given at this time. Parents are strongly encouraged to attend this session. Curriculum information is additionally available on our website.

Emergency situations

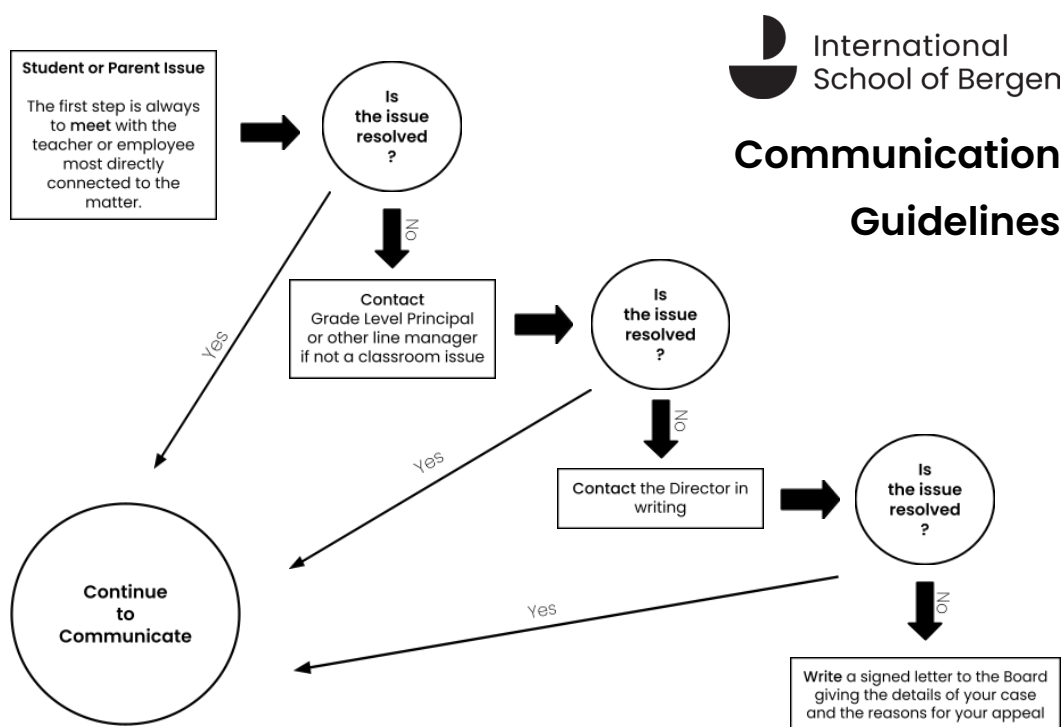
Parents will be informed of an emergency situation via text message to their mobile phone number registered with the school.

1.6 Communication Guidelines

Clear communications are essential for all members of our school community. Any concern should first be discussed with the teacher or applicable school employee. It is anticipated that most concerns can be addressed at this stage.

If not, the parent or student should ask to meet with the Principal for the appropriate school section. If the issue is not resolved after this, the concern should be put in writing and submitted to the Director. The Director will work with the parties concerned, to resolve the matter.

If the parent or student is not satisfied with the outcome, they may then appeal the matter in writing to the Board. Policy 8.50 defines established procedures for dealing with complaints and grievances.



1.7 Parent resources

Class Contacts

At the beginning of the school year, each class group will elect two class contacts. The class contacts liaise with class teachers to help organise class trips and events, and may also facilitate the work of the Parent-Teacher Organisation (PTO). All class contacts serve on the Parent Council Working Committee, and act as liaison in the organisation of whole school events.

Parent Volunteers and Helpers

There are lots of opportunities for parents to be involved and take part in the ISB community. Parents are encouraged to involve themselves in the life of the school by volunteering to help with the PTO, the running of the school Community Cove, the arranging of class parties and activities, participation in field trips, excursions and after school activities, etc.

Parent Teacher Organisation (PTO)

The PTO Committee arranges a variety of events, fun, friend and fund-raising. PTO events are included in the ISB List of Events, and information is distributed through the newsletter and other media. Please feel free to contact the PTO at pto@isbergen.no

Parent Portal

Additional information relevant to parents may be found on the parent portal. Please log into this at the top of the website. If you are unsure as to how to log on please contact our Communications manager eline.dubrilie@isbergen.no



2. Learning at ISB

2.1 Curriculum

IB Primary Years Programme (PYP)

ISB offers children between the ages of 6 and 11 the Primary Years Programme (PYP). The ECC follows international practices rooted in inquiry-based pedagogy, such as the PYP programme of the IB, as well as the Norwegian Framework plan for Kindergartens, contents and tasks (Rammeplan for barnehagens innhold og oppgaver).

The PYP has recognition worldwide as a model of exemplary educational practice. Its philosophy is based on constructivist theories of learning, which state that children construct their learning from what they already know and can do. Students build their learning by finding the answers to questions they inquire into. The teaching approach is transdisciplinary, so that traditional subjects are integrated into one another to help students appreciate that the world is a complex place in which it is important to see connections.

IB Middle Years Programme (MYP)

For students between the ages of 11 and 16, ISB offers the Middle Years Programme (MYP). ISB was the first school worldwide to be officially authorised to offer this programme. The MYP has three fundamental principles: communication skills, intercultural awareness and a holistic approach to education, while insisting upon a thorough study of eight disciplines encompassing ten subjects and six global contexts. Students who complete the programme have the skills and knowledge necessary to enter many different courses, including the International Baccalaureate Diploma Programme, local colleges of further education (videregående skoler), A-level courses in schools offering UK curriculum, and high schools following the US curriculum.

2.2 IB Learner Profile

The IB Learner Profile (page 9) is the International Baccalaureate's mission statement translated into learning outcomes. It is at the heart of this common framework and an embodiment of what the IB means by "international-mindedness". These ideals inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.

2.3 Classes and assessment

Promotion/Retention

If expected academic and tuition requirements are fulfilled at each grade level, the student is promoted to the next grade. Any decision to retain a student will be made by the Director, after consultation with the student's teachers and parents.

Discontinuation of enrolment and refusal of re-enrolment

The school reserves the right to discontinue enrolment or refuse re-enrolment under the following circumstances:

1. Payment of tuition or other fees are three months in arrears. Re-enrolment for a new school year is not allowed if there are any arrears for the current school year.
2. The school determines that false information has been given, or critical information has been withheld during the admissions process.
3. The school is not able to meet the individual educational needs of a student with learning or behavior challenges, or who for other reasons is unable to access the curriculum as the student progresses through the year levels due to the increased level of academic requirements at progressive year levels.
4. When due consideration for the other students so indicates, a student may have enrolment discontinued or re-enrolment refused. Before a decision is made, other measures shall have been attempted.

Homeroom/ Assembly

All students are assigned to a homeroom with a class teacher. The homeroom teacher is responsible for keeping attendance and is the first line of contact between the student's home and school. Usually Upper School meets in assembly bi-weekly in place of homeroom. On alternate weeks there is an extended home room. Lower School meets in assembly bi-weekly. Whole school assemblies are held approximately every six weeks. ECC classes have daily circle time. Circle time is an important time to come together, communicate, share ideas and celebrate ISB core values and community spirit.

House System

The ISB house system brings together a mixed group of students from grade 1 and older. Houses are named after the four major mountains of Bergen: Løvestakken, Rundemanen, Fløyen and Ulriken. Students Grade 1-10 are assigned a house when they enrol at ISB and where possible, siblings will be placed in the same house.

The house system allows students to collaborate and interact with fellow students with whom they wouldn't normally socialize and this helps to foster school spirit and a sense of belonging while exhibiting the IB Learner Profile. Students are also able to purchase a selection of ISB clothing in house colours.

House competitions and charity drives are held throughout the year and students have the opportunity to enter events and achieve points towards their house. Events that earn house points are collected over the year and updated on the Lower and Upper school notice boards. At the end of the year a prestigious house cup is awarded to the house that accrues the most points.

Textbooks

We believe that students learn best through authentic inquiry, and textbooks are generally seen as resources rather than as a curriculum to follow. Teachers are encouraged to facilitate the children to go beyond textbooks and digital content and pursue their natural curiosities and desires to inquire, explore and discover. We aim for our curriculum to be one in which students learn to collaborate, discover and make meaning of the real world around them. These are the essential tenets of the IB programmes which we deliver.

In today's classroom with increasing access to technology and online information, the range of teaching resources are not limited to using one textbook per topic or subject covered. Instead, we use a wide range of resources that best meets students' individual needs and learning styles.



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.

Homework

Homework and assignments will always have a purpose and context within a current unit of study. The amount of homework varies from grade to grade, and guidelines are available for each grade level. Homework may also be given over weekends. The teaching staff try to work together to ensure a balance in homework. If for any reason homework is not completed, parents should provide a written explanation. Students absent due to illness must try to complete assignments.

If students are going on holiday during term time, teaching staff normally need to be given two weeks notice in order to be able to organise suitable homework assignments to be completed during the absence. It is important that students follow teacher guidelines in assignments and meet deadlines. [See 4.1 "Attendance" on page 17.](#)

Please see the Lower School Comprehensive Guide for more information regarding homework in grades 1-5.

Assessment

Students are assessed using a variety of assessment methods. Teachers will provide further information to parents about assessment in their subject areas for each grade. Assessment is criteria based, and follows the ISB/IB guidelines for each subject. See subject guides on the website.

Norwegian and French Language Acquisition/Language & Literature Placements

At ISB Norwegian is taught as both a first language and a learned language. French is mainly taught as a learned language,

Once enrolled, students will be assessed to determine the correct classes for them. This takes place initially during the admission process when student information from parents is processed and also by our French and Norwegian teachers during the initial lessons once a student has started at ISB. Using this information, students will be then be placed in the appropriate competency group.

- For French, students are selected on the basis of previous exposure to French and there is a foundation and emerging class.
- For Norwegian there are just two groups: Norwegian Language and Literature (NLL), the first language group, and Norwegian Language Acquisition (NLA), the learned language group.

There are 3 different bands of competency with Language Acquisition in both French and Norwegian covering 6 different phases of language learning.

- In Norwegian, once a student has achieved competency at the top level in language acquisition, parents will be notified and students will then move into Language and Literature class.
- In French, in most cases students remain in the Language Acquisition class throughout their time at ISB and mainly achieve level A2/B1 by the time they leave ISB in Grade 10

Student Records

Only authorised school personnel and a student's parents have access to a student's records. Permission will be sought from parents for the transfer of records to another school.

2.4 Learning services

School Community Cove Services (The Community Cove is our name for ISB's library)

The Community Cove has a wide range of books, electronic books, online systems, magazines, periodicals and journals for use. All students are required to check out materials using Destiny the self-checkout system. By arrangement with the Community Cove Coordinator, parents can borrow additional materials for their children. Books borrowed from the Community Cove remain the property of the school and should be treated with due care. A charge of 200 kroner for a Community Cove resource or 400 kroner for a textbook, may be levied if a book is damaged or if it is not returned.

Book Club

The school organises a book club with Scholastic whereby parents can order English books for their children on a regular basis. The books are varied and offered at reasonable prices. Bonus books, which are earned according to the size of parents' orders, are added to the school Community Cove collection. This service is organised by the Community Cove Coordinator.

Photocopying

A photocopier for student use is located at the front office. To use this they will need to share work with their teacher who will then print it for them

Internet

The internet is available for student use throughout the school. All students who bring their own devices to school can access online resources through the school's wireless network. Any faults with the system or loss of password must be reported immediately to staff. All students are taught and expected to use the internet respectfully for learning purposes only in line with the school's digital citizenship policy.

2.5 Learning and Wellbeing Team (LWT)

Each student has unique personal, social, emotional and educational needs. ISB works to provide all students with the support they need for a successful academic, social and emotional development throughout their school years. At ISB, we take a student centred approach to learning. The LWT works closely together to provide each student in Grade 1-10 with the services and support they need.

The LWT team includes the School Counsellors, the IENS (Individual Educational Needs Support) Coordinator and the ELS (English Language Support) Coordinators and support teachers. LWT works closely with the School Nurse. This team meets regularly with the Director and Principals to discuss and evaluate the wellbeing and progress of students. The LWT sees communication and collaboration at the heart of what we do, therefore we are proactive in making early contact with students and parents as soon as the need arises. We also encourage students and parents to do the same.

Counselling and Wellbeing Services

The school counsellors work closely with students, parents and staff so that students can achieve their full potential in a safe environment. The school counsellors are an advocate for student concerns and have a focus on student wellbeing. The school counsellors provide individual counselling as well as group and whole class counselling support. The school counsellors are also a resource for parents and teachers.

Other services provided include:

- Coordinating and collaborating with Home Room teachers about Social Emotional Learning (SEL) at school.
- Child Protection interventions
- Supporting transitioning students and their families
- Collaborating with outside services and agencies.
- Informing and advising students and parents in the Upper Secondary school application process.

Individual Educational Needs (IENS)

At different points throughout school life, students may experience learning challenges or need additional support. The IENS Coordinators work closely with both home room and subject teachers to ensure that students of all abilities are catered for. This includes screening students and providing support for those who need additional help or extending.

The IENS teachers may provide differentiated support and programs for students in Grades 1-10. Support from the IENS teachers can take a number of forms:

- Collaborative planning with teachers
- Providing differentiated resources
- In class support

- Team teaching
- Writing and providing Individual Student Support Plans
- 1:1 programmes

The IENS Coordinator acts as facilitator between the school, parents and outside services, such as Pedagogisk Psykologisk Tjeneste (PPT), Pedagogical and Psychological Services and Barn og Ungdoms Psykiatri (BUP), Child and Youth Psychiatric Services.

English Language Support (ELS)

English is the language of instruction at ISB. English Language Support (ELS) is offered to all students at ISB who have been recognised as needing additional support in reading, writing, speaking and listening to English. The ELS Coordinator and teachers work closely with subject and homeroom teachers to develop individualised learning plans and ELS lessons are organised to address the needs of individuals or groups.

English Language support may take the form of:

- Collaborative planning with teachers
- Planning for individuals or groups of students
- In class or pull out support
- Team teaching
- Supporting teachers to provide differentiated language resources

Upper School students who need help in ELS will be placed in the English Language Acquisition class and may be exempt from foreign language classes, such as French, are in exceptional circumstances for a short period NLA. The ELS Coordinator and teachers are responsible for monitoring the progress of students who receive English Language support and assessing students in the English Language Acquisition classes. Both parents and students are encouraged to contact the ELS Coordinator or teachers if they have any questions.

2.6 Child Protection

The International School of Bergen fully recognises its responsibilities for child protection. Our students' welfare and safety are at the heart of our school's ethos and in everything we do. Please watch [this film](#) and read about our [policy](#) to learn about Child Protection at ISB.

In line with our policy, we have a dedicated Child Protection Officer. For the school year 2024–2025, ISB's Child Protection Officer is Paula Blom–Andersen. In collaboration with the Child Protection team (Director, Principals, school nurse and counsellors) she coordinates measures and has an overview of child protection in the school. Parents, school employees and students are encouraged to talk to the Child Protection Officer or any other member of the Child Protection Team if they have any concerns.

2.7 General Data Protection Regulation (GDPR)

ISB values the security of school community data and seeks to comply with local legislation and accreditation requirements as set out in the Data Protection Bill ([Personopplysningsloven](#)). The purpose of the data protection procedure is to protect the ISB community from violation of rights to privacy through the processing of personal data.

The school has procedures in place to ensure that personal data is processed in accordance with a fundamental respect for the right to privacy, including the need to protect personal integrity and private life and ensure that personal data is accurate and protected. The school has relevant procedures in place to ensure the data of families is protected. Please contact our Data Protection Officer (DPO) if you have any questions dpo@isbergen.no



3. Practical information

3.1 School hours

School hours:	7:30 – 16:30	Early Childhood Centre/Supervision
	8:50 – 15:00	Grade 1 to grade 5
	9:00 – 15:10	Grade 6 and grade 7
	8:15 – 15:10	Grade 8 to grade 10

Breaks:	10:10 – 10:30	Lower and Upper School
	12:20 – 13:10	Lower and Upper School

Wednesday school hours:	7:30 – 16:30	Early Childhood Centre
	8:50 – 14:00	Grade 1 to grade 5
	9:00 – 14:00	Grade 6 and grade 7
	8:15 – 14:00	Grade 8 to grade 10

Wednesday breaks:	10:00 – 10:15	Lower and Upper School
	12:00 – 12:30	Lower and Upper School

3.2 Supervision

Supervision from 07:30 – 09:00 and 15:00 – 16:30, is available free of charge for preschool and kindergarten students. There is a charge by trimester per student for Grade 1 through Grade 4. Supervision is available 7:30 – 8:45 and 15:00 – 16:30 (14:00 – 16:30 on Wednesdays).

Parents are very welcome to spend time with their child after school on Playground 1.

All unsupervised students are expected to leave the school premises when school finishes. Any unaccompanied children may be taken to supervision by school staff and parents will be charged for this. The safety and security of our students is of the utmost importance to us at all times, including after school.

August 2024						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1 – 14 Summer camp.

8 – 14 Staff planning & in-service days.

15 First day for students. Full day.

September 2024						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2024						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

7 – 11 Autumn holiday week.

7 – 11 Holiday camp.

31 Staff in-service day. No school.

November 2024						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1 Staff in-service day. No school.

December 2024						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

18 Last day before Christmas. Noon dismissal.

Dec 19 – Jan 8 Christmas holiday.

January 2025						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Dec 19 – Jan 9 Christmas holiday.

Jan 6 – 10 Holiday camp.

10 Staff in-service days. No school.

13 First day back after holiday. Full day.

February 2025						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

24 – 28 Winter holiday week.

24 – 28 Holiday camp.

March 2025						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

3–4 Staff in-service days. No school.

April 2025						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

14 – 21 Easter holiday.

May 2025						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1&2 Labour Day Holiday.

17 Constitution Day holiday.

29&30 Ascension Day holiday.

June 2025						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

9 Whitsun holiday.

20 Last day. Noon dismissal.

23 – 27 Holiday camp.

4 March 2024

1 st trimester: Aug 15 – Nov 17.
2 nd trimester: Nov 18 – Feb 16.
3 rd trimester: Feb 17 – June 20.
■ Holidays. No school.
■ Staff-in service days. No school.
■ First/Last day of school.
■ Holiday camp (# permitting).
Total School Days:

3.3 Transport

Transport by Bus/Bybane

The bus/bybane stops nearest to ISB are called: "Sandslivegen" / "Sandslimarken" / "Sandslihaugen" / "Sandsligården"

A wide range of buses, stop at these stops from all over the city including:

23 Loddefjord/Straume- Bergen airport

26 Åsane-Lagunen and then Bybane

50E Bergen busstasjon E- Birkelandsskiftet

54 Dolvik - Lagunen

55 Bønes - Sandсли/Bergen airport

Transport costs to/from school are the responsibility of parents.

Drop off and pick up by car

When dropping off children at school all drivers must go around the mini roundabout before entering the drop off bays. Cars should always face the direction of traffic. Drop off bays should be occupied for the minimal time necessary to drop off children and are not to be used for longer appointments at school. Parking in the drop off zone is for a maximum of 30 minutes after which tickets may be issued. The disabled parking bay closer to the school building should only be used by those entitled to do so.

ISB has a limited number of car parking spaces, the use of these is for ISB staff only. Parents must download the UNUM app and use it to pay for parking. We understand the inconvenience this creates, but this is unfortunately out of our control. All parents driving to school with their children must drive carefully and slowly in the vicinity of the school building and adhere to normal rules of the road. The police will from time to time be invited to observe driving practices at ISB during drop off and pick up times.

3.4 Orientation in and around ISB

The Premises

The school is housed at Sandслиhaugen 36 in the Sandсли/Ytrebygda area of Bergen, located approximately 14 km from the Bergen city centre. In addition to individual classrooms, ISB facilities include a library, art rooms, a drama studio, a well-equipped science laboratory and a gymnasium. Our school premises are provided through a long-standing partnership with the City of Bergen.

Nearby Facilities

Within our educational programmes, we make good use of facilities in the city. These include Sandслиhallen, Gimlehallen, a swimming pool, an ice rink, other sports facilities, a science discovery centre, museums, art galleries and local sites of historical interest. Bergen's wonderful countryside is just on our doorstep and is used as an extended classroom.

3.5 Supplies

Students should always come properly prepared and equipped for lessons. Student supply lists are found on the Parent Portal and on the website under each school section.

Laptops, chromebooks and tablets

Students in Upper School are required to bring a laptop or a chromebook to school and may use them with teacher approval, provided they are following the school's IT/Internet acceptable use policy. The laptops or chromebooks need to be able to last a minimum of six to eight hours of normal use on one battery charge and they are required to be fully charged at home for health & safety and property concerns, as cords plugged into walls represent tripping hazards.

Each student in grades 1-4 is assigned an iPad by the school for use in the classroom. Grade 5 students are issued with a chromebook for use in school time.

3.6 Events at ISB

Throughout the year a number of concerts, fairs and special events are organised, and parents are invited to attend in support of their child's educational development. Please look for updates in the weekly newsletter, called the 'Orca Splash'.

3.7 Field trips and Excursions

The school regularly plans field trips as part of the educational programme. All trips are supervised by school staff and parents may be invited. Parents will receive information about each trip prior to the planned date. Parents may be asked to cover some or all of the costs of school trips for their children. Lower and Upper School students participate in the following annual excursions, allocated to specific grades:

Lower School

- Grades 1 & 2: Sleepover at school. Additional cost of approx 200 NOK
- Grade 3 & 4: Overnight cabin trip with an additional cost of approx. 950 NOK
- Grade 5: Overnight trip to Skjærgårdsheimen. Additional cost of approx 2600 NOK.

Upper School

- Grade 6: Week long cultural trip to Oslo. Additional cost of approx 6500 NOK
- Grade 7: 4 day trip to an outdoor education centre. Additional cost approx 3500-4000 NOK
- Grade 8: Short outdoor educational trips with an additional cost approx 2500 NOK
- Grade 9: Ski week Voss. Additional cost approx 5000 NOK
- Grade 10: European trip with an Action as Service theme. Additional cost approx 7500 NOK.
Bike unit trip Rallarveien. Additional cost current rail fare one way

3.8 After school activities

ISB offers a diverse range of after school activities, including languages, drama, coding, chess, football, running and art. ASAs start after school at 15:00, except Wednesday when it starts at 14:00. Please check with ASA providers for the finishing times.

Parents/carers sign up and pay for courses, directly with the ASA provider, on a term-to-term basis. Please see the parent portal on the website for updated information or ask at the reception.

3.9 Dress and appearance

ISB has no school uniform, although ISB sweatshirts and t-shirts may be purchased. Ordering may be done using the parent portal. Students should dress comfortably and appropriately, and they are expected to be clean, maintain good standards of personal grooming and hygiene, and wear clothes that are not offensive to anyone. Hats, caps and hoodies may be worn indoors unless learning or communication is impaired.

It is not a good idea to wear the best clothes to school, as they may be damaged in the playground or during activities with glue and/or paint. Younger students should have clothing that enables them to dress themselves. All clothing should be clearly labeled with the student's name and grade for easy identification.

Students must dress in accordance with the prevailing weather conditions, since they are outside at break times in any weather. ECC and LS students should wear appropriate rain gear to play outside the covered areas in wet weather.

For safety reasons, students may not wear heelies (trainers with inbuilt wheels) at school. Students should only use skateboards or scooters in the designated area and helmets must be worn at all times. The use of electric scooters is prohibited during school time and bicycles may only be used to commute to and from school.

3.10 Clothing for Physical Education classes

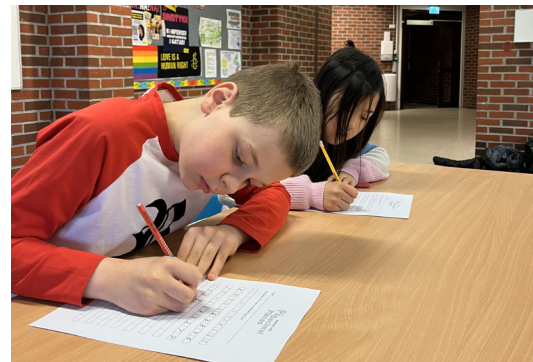
All students should wear non-restrictive light clothing for P.E., e.g. tracksuits, shorts, T-shirts, etc. Footwear is to be clean and suitable to move about safely. Students will not be allowed to take part in P.E. lessons without proper footwear. Sports tops with the ISB logo are available for Upper School students to purchase for P.E. classes. Upper School students usually shower, and need to bring a towel.

Students from grades 2 – 4 have swimming classes in blocks for several weeks during the school year. Earrings must be removed or taped.

3.11 Food and drink

Sweets, chocolate, chewing gum and soft drinks are not allowed in school except on special occasions with teacher permission. Energy drinks are not permitted at any time.

Any food allergies should be recorded on the Emergency Medical Information Form on Open Apply in addition to verbal information provided to the class teacher.



3.12 Leaving school premises during school hours

Only students in grade 10 are allowed to leave the school grounds and only at lunch time. Abuse of this privilege may result in its withdrawal.

3.13 Student visitors

Visits from former ISB students are only allowed with the approval of a Leadership Team member. An application should be made in writing at least one week in advance.

3.14 Property and belongings

School Property

Students are expected to respect their surroundings and are encouraged to take pride in their school. The buildings and playground are to be kept neat and tidy, and students are expected to show responsibility for the use of all facilities.

Personal Property

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

Money and other valuables are to be given to the class teacher for safekeeping during the school day or stored in a locker available for grade 6 – 10 students. Parents are to consult with the homeroom teacher before sending medicine to school. See 5.8 “Guidelines for Handling of Medicine” page 28.

Lockers

All students in Grades 6-10 are allocated a locker at the start of the year. They will need to provide their own padlock to secure the locker. In grades 3-5 all students have a hanger space and box. These are not lockable.

Lost Property

Lost property is located in appropriately labelled boxes. Wallets, keys, glasses etc. will, when found, be handed in to the school office and can be retrieved from there.

Mobile Phones

Mobile phones are not allowed in lessons in grades 6-10- All phones are handed in at reception as students enter the building for the start of school. these are kept securly and are returned at the end of the school day. certain students are exempt from this rule due to other considertations as agreed with parents.



4. Rules and regulations

It is important that students attend class regularly and consistently. A daily record of attendance, including tardiness, is kept by homeroom teachers. Subject teachers keep records for lesson attendance. Repeated lateness and/or irregular attendance will be communicated to and discussed with parents. Should a pattern of absenteeism develop, unexplained absences, or a child have 10 cumulative absences within three months, the parents will be invited to a meeting by the principal of the student's division to discuss this further.

Planned Absences

Planned absences can occur when parents withdraw their child from school for medical and dental appointments or for vacation periods. All such absences should be applied for in advance, in writing, by the parents. Approval of absences for vacation periods during the school year can only be given by the school director, and approval can only be given for a total of ten school days within any one school year. Please use the appropriate form in the parent portal to apply for planned absences.

When planned absences occur, it is the responsibility of the student and parents to ensure that any work missed is either completed during the period of absence or made up afterwards. Teachers will provide plans or outlines of work on Toddle or Managebac for the student to follow when given enough notice in advance. When applying for leave of absence, parents should state that they require the absence not to be included in the totals at the end of the year and these will be counted and excused. The application forms are on the parent portal.

Unplanned Absences in Upper School

Unplanned absences occur when a student falls ill or other circumstances occur unexpectedly and as a result the child is unable to attend school. On these occasions the parent should report the absence on Toddle/Managebac and give a reason.

Unplanned Absences in Lower and Upper School

Lateness occurs when a student arrives more than 10 minutes late for a lesson or at the beginning of the school day. Students who arrive more than 10 minutes late at the start of the day have to sign-in in the 'Late Book'. This information will then be transferred into Managebac. A record of absenteeism is kept and unplanned absences will be followed up.

Unplanned Absences in Lower School and the Early Childhood Centre

In the ECC and in Lower School, parents are asked to advise the class teacher via the Toddle platform and give a reason for the absence.

4.2 Student rights and responsibilities

- Each student in the school has the right to:
- Be physically and emotionally safe
- Be valued as an individual and to be treated fairly, regardless of their appearance, colour of skin, their beliefs, accent, gender profile, or ability
- Be listened to and to express opinions and feelings without being interrupted
- Be recognized for their own efforts
- Receive assistance and guidance to help reach their potential
- Have access to space, materials and equipment
- Participate, increasingly so in the Upper School, in the development and improvement of the rules and standards of student behaviour in school
- Appeal decisions of teachers and the director in a specific and orderly way acc to 4:10 of this chapter

In Norway, children's rights to be safe and secure and protected against any form of abuse is very strong. For example, there is a zero-tolerance of physical or psychological punishment both in schools and in the home. For this reason, schools and preschools are required by law to contact the appropriate authorities if any concerns arise regarding a child's welfare. The authorities will be notified without contacting the parents beforehand.

4.3 Code of conduct

Classroom Covenant

- I treat everyone with kindness and respect
- I have the responsibility to treat others fairly, regardless of their appearance, colour of skin, beliefs, accent, gender profile, or ability
- I have the responsibility to respect everyone's right to express their opinions and feelings
- I come to school on time, ready to learn and properly equipped
- I know what the standards of student behaviour are
- I take personal responsibility for my actions
- I take responsibility to adhere to the academic honesty policy 4.6
- I move around the school in a safe, careful and considerate way
- I look after my own property, the property of others, and the school
- I am an ambassador for our school at all times
- I will comply with local laws and regulations.
- I may only use mobile phones and other digital devices during school hours with the permission of a member of staff
- Chewing gum, sweets, and sweet soft drinks are for special occasions and may only be consumed with permission from a teacher
- Dress and appearance will be comfortable and culturally inclusive
- Hats, caps and hoodies may be worn indoors unless this disturbs my learning or teacher's communication.

4.4 Playground rules

Essential Agreement for Playground Area use.

There are 4 designated playground areas at ISB. These are known as PA1, PA2, PA3 and PA4. Please refer to the map for their locations.

- PA1 and PA2 are solely for the use of Lower School and Upper School students.
- PA3 includes the BBQ area and a section of forest.
- PA4 is the area at the rear of the school that includes the woodland walkway and the stream for ECC and LS. Some PYP and MYP lessons may use the area, for example a science lesson inquiring into the natural environment.

The following rules apply on all playgrounds:

- Only safe games are allowed to be played. Throwing snowball is only allowed at a designated target.
- ISB students show respect for the physical and natural environment on the playgrounds.
- Any instructions given by the teachers and assistants on duty must be followed.
- Ball games are only played in appropriate areas
- Cycling/scooters are not allowed on the playground between 8:15 and 15:15.
- ISB students keep the school grounds tidy and place litter in the containers provided.
- The football pitch in PA2 is for the use of Lower School students during the morning break.
- Students using skateboards on the ramps in PA1 must wear helmets at all times. They should stay within the ramps area.
- Students can climb to the top of the climbing wall and sit on top of it.
- Students should stay within the school boundary and avoid the public footpath in PG1
- Students may only go as far as the gardening area and fruit trees in PA2
- Students are permitted to enter play areas designated for other sections with teacher permission
- ISB students play fairly at all times.
- No umbrellas on the playground during break times.

4.5 Acceptable use of information technology

Providing IT services promotes quality education by allowing resource sharing, innovation, and communication. The benefits of access to the internet for information resources and opportunities for collaboration far exceed any risks. Everyone within ISB has basic rights and responsibilities when using technology.

Using IT resources in a manner not following the spirit of the Information Technology Acceptable Use Policy 7.403 of the Board Policy Handbook and to specific instructions of ISB staff is not allowed.

Unacceptable uses of information technology while on the ISB campus or accessed through ISB devices can result in the suspension or revoking of privileges. More serious offences can result in suspension from the school.

4.6 Academic Honesty Policy

Academic malpractice is defined as:

- Plagiarism is the presentation of ideas or works of another without reference or credit. Anything (diagrams, pictures, conclusions, etc.) taken from another source must be referenced.
- Collusion means students using the work of other students as their own. Students are expected to work independently, and while collaboration is encouraged, collusion is not;
- Cheating is defined as misconduct during an assessment task or taking notes of any form into an assessment without permission.

Artificial Intelligence (AI)

Unacceptable use of AI means using AI generated work and passing this off as one's own work without citation. At present AI usage is difficult to detect. We reserve the right to rely on teacher judgement of students past work compared to any suspicious work to make a decision as to whether AI has been used unacceptably. In such cases such work will be reviewed by an independent teacher and the US Principal. If all staff are satisfied that AI has likely been used, students could be asked to rewrite the work by hand in supervised conditions or be asked to take part in an oral defence of the work.

Responsibilities

ISB is responsible for informing students about the meaning of academic honesty. Teachers are responsible to check work handed in for plagiarism, cheating and collusion. Students are responsible for ensuring all sources are acknowledged and all work is their own.

Sanctions

All incidences of plagiarism are automatically considered a violation of the code of conduct and will be dealt with accordingly. (Section 4.8)

4.7 Anti-Bullying Policy and Plan

Everyone at ISB is committed to making our school a safe and caring place for all. We treat each other with respect, are caring and principled, and refuse to tolerate bullying in any form. Any action of bullying is contrary to the school's Guiding Statements, and to §9a of the Norwegian Education Act. To reflect recent changes in §9a, ISB has a set of guidelines. These are available on the school website and are reflected in the ISB Child Protection Policy. On the school website, we have a §9a button where community members are encouraged to report matters of concern.

ISB's definition of bullying is guided by §9a of the Norwegian Education Act:

- A person is bullied when they experiences several episodes of being subjected to negative behaviors from one or more persons.
- It is a negative or aggressive behavior when someone consciously tries to inflict pain or suffering through physical contact, actions, and words or in other ways
- To be able to define the actions as bullying there needs to be an imbalance of power or strength.
- Bullying often takes place without prior provocation from the victim's part
- The Act covers both direct and indirect bullying, physical attack or social isolation and exclusion from a group.

Our aims are that:

- All members of the ISB community will have an understanding of bullying and other forms of inappropriate behaviour.
- An atmosphere is created whereby bullying and inappropriate behaviour will not be tolerated.
- Clear procedures for reporting bullying and inappropriate behaviour are understood and followed by all.

4.7.1 Strategies for Preventing Bullying and other forms of inappropriate behaviour

Kimochis (ECC) is designed to promote social competence and reduce social-emotional problems by teaching children skills in the core areas of empathy, emotion management (impulse control, emotion regulation, anger management), and social problem solving.

The Responsive Classroom and the ISB Core values (Grades 1-5) have a dual focus on preventative bullying strategies and giving students a variety of relationship skills, including strategies for making and keeping friends and steps for joining a group activity. The Responsive Classroom emphasises that all members of the school community must take responsibility for all aspects of their behaviour, including bullying. The IB curriculum also focuses on the Learner Profile attributes and Approaches to Learning and these are used as a lens through which the curriculum is delivered.

In Upper School, the ISB Core Values support the school's ethos. Teachers monitor students' behaviour through home-room time; working with the counsellor on an individual or group basis as well as working with outside agencies, such as the police, Ung Arena and others to ensure students have a range of interventions to support their understanding associated current trends and prevalences of bullying.

ISB also complies with the Norwegian Education Department's mandate and conducts surveys each year for grade 5 through 10. This surveys the students' views of their learning and the school environment. Although required to participate, responses are voluntary. This is completed on an annual basis and the feedback is helpful in making comparisons from year to year. We seek to build self-esteem in students and to develop tolerance of others through the IB Learner Profile and Attitudes, the ISB core values and our curriculum and assemblies. ISB encourages students to take part in all aspects of community life. Students are by mandate included on committees such as the Coordinating and Environmental Committee and the Student Council to ensure they are included in the decision making process.

4.7.2 Dealing with bullying and other forms of inappropriate behaviour (IAB)

ISB staff will do the following:

- Closely supervise students in all areas of the school and playground
- Watch for signs of IAB and stop it when it happens
- Respond quickly and sensitively to IAB reports
- Acknowledge the child's feelings
- Assess the child's safety
- Act: coach the child and explain what will happen next
- Appropriate actions will then be taken to take families' concerns about IAB seriously by investigating the situation further
- Assign consequences for IAB based on the school's Code of Conduct
- Complete an incident report and share it with the relevant HR teacher, Principal and Counsellor. Any patterns in IAB will be noted and monitored

ISB students will do the following:

- Treat each other respectfully
- Refuse to submit others to IAB
- Refuse to let others be subject to IAB
- Refuse to watch, laugh, or join in when someone is being subject to IAB
- Try to include everyone in play, especially those who are left out or new to the school.
- Report IAB to an adult.

ISB parents will do the following:

- Report any concerns about the psychosocial learning environment using the §9a button on the school website.
- Work with the school to resolve issues which arise.
- Refrain from discussing issues with other parents or students

Procedure:

- When incidents of IAB are reported to staff they will be recorded and reported to the home room teacher, deputy director and counselor.
- The home room teacher or the principal will carry out a full investigation and undertake meetings with the students involved where consequences are identified based on the school discipline code.
- The principal and counselor will be kept informed and may be further involved during this process in repetitive or serious cases. Disciplinary steps taken will be recorded on the incident form.
- Parents or guardians are informed.

4.7.3 Students who have been subject to IAB will be supported by the following steps

- Acknowledgement of the student's feelings will be given
- An opportunity to give information about their current situation and the history
- Help identify what has and has not worked in the past
- Help generate solutions for the future and create a plan with the teacher
- Follow up meeting arranged within one week, to evaluate and see how the agreed plan is working
- Parents or guardians informed.

4.7.4 Students who have carried out IAB will be supported by the following steps:

- Help given to identify the problem
- An opportunity to get information and discuss what happened
- Establishing the wrong doing and need to change
- Apply consequences
- Generate solutions for the future and create a plan with the student to avoid similar incidents
- Follow-up meeting arranged to see how the agreed plan is working and evaluate
- Parents or guardians informed.

The following disciplinary steps can be taken:

- Making amends (repairing, cleaning or replacing item)
- Loss of privileges
- Exclusion from certain areas of school premises
- Parents notified
- Official written warning sent home
- In house suspension
- Order & Conduct – Comment on or reduction made on conduct grade (grades 8-10)
- 1-3 days suspension by the decision of the Director (see ISB Policy Ch 7.502 Student Suspension)

4.8 If we create a problem for ourselves or others

Behavioural expectations at ISB are in line with our Core Values and the IB Learner Profile. We have a zero tolerance of a range of actions and behaviours including, but not limited to:

- Bullying, including cyber bullying
- Fighting and physical or verbal abuse
- Use of tobacco/drugs/alcohol
- Plagiarism
- Photography without permission and revenge use of social media

Breaches of expectations will result in consequences for the individual concerned and at its most severe could lead to a suspension from school for a period of time. Each case is treated on an individual basis and the context of the breach is fully investigated prior to any sanctions being applied. Each student is given the opportunity to share their perspective.

Our aim is always to educate our students regarding socially appropriate standards of behaviour and interventions will always, where possible be supportive, using the range of support services available at ISB including; Homeroom teachers, the school counsellor, the principals, the school nurse and the director, along with teachers and other staff as appropriate.

4.9 Student due process rights

The appeal procedure shall be as follows

- A. Decisions made by teachers or other staff members may be appealed to the director.
- B. Decisions made by the director may be appealed to the Board for a final decision.

The order of appeal shall be followed strictly in every case. The Board believes that the subject of conduct, behaviour, rights and responsibilities should be a cooperative effort between staff, students and parents.

4.10 Complaint procedure

How to Make a Complaint

- Each student in the school has the right to be treated with respect, courtesy and consideration by every student, teacher, administrator and adult in the school.
- Students have the right to appeal decisions of teachers and administrators in a known, specific and orderly way.
- If a student or students have a complaint about a staff member, student(s) should at the outset take up the issue with the teacher concerned, possibly along with a student representative or the counsellor.

It is recommended that the issue is formulated in writing. In many instances, especially in cases which involve just one student, it may be difficult for the student to do this with the teacher concerned. This could also be the case when the student has previously had an issue with the same staff member without the issue being resolved satisfactorily.

It is the duty of the school to appreciate that this may be the case and that it can be a significant strain on students to follow this procedure. On this basis, and in light of the school's responsibilities as set forth in Opplæringslov §9A to ensure a safe psychosocial environment for students, the school must never refuse to deal with a conflict between a staff member and a student on the basis that there is no written documentation.

For the same reason, students should always have the right to contact the principals or the Director directly. They will then take up the issue with the staff member concerned. Parents may also take up the issue on behalf of their child with the staff member concerned.

Procedure for Dealing with a Complaint

If an issue cannot be resolved immediately, a meeting should be arranged to take place as soon as possible between the students(s)/parents/student representative and the staff member involved. If the complaint is about a staff member other than the homeroom teacher, the student can ask the homeroom teacher to attend as an observer.

In cases where the complaint is about the homeroom teacher, the student(s) can require that a member of the management team is present. In cases where a whole class of students is involved, or a great many of the students in the class, then the staff member must take the initiative to hold a meeting as quickly as possible.

In a meeting with the students, the staff member must explain their actions and the student(s) must describe how they experience the situation. Every person attending, excluding observers, must be given the opportunity to speak.

When everyone has had the opportunity to give their point of view, everyone must be encouraged to suggest solutions and a contract must be written describing what each of the parties involved will do. The contract must be written and must contain an action plan in regard to how the parties will work together to improve the situation.

The contract should contain the following elements:

- goal for conflict resolution
- description of the issue
- suggested solutions and who will do what
- deadlines/timeline

- what follow up will take place (date and time of next meeting)
- signatures of all who participated in the meeting, including observers

In addition, the staff member is responsible for:

- evaluating if the appropriate principal should attend the meeting
- evaluating if the student's/students' parents should attend the meeting
- follow up actions, after the conflict resolution meeting and otherwise.

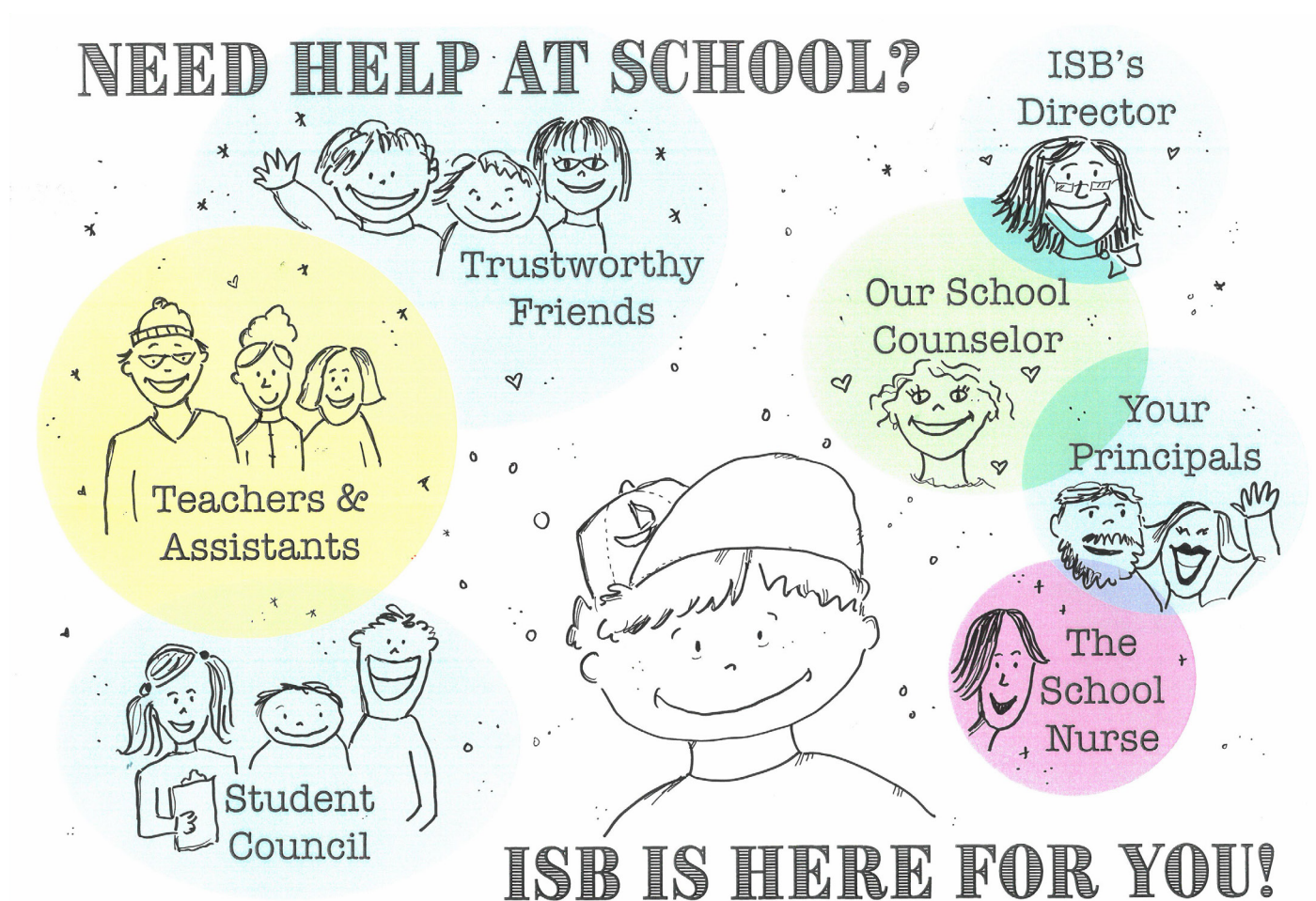
In some circumstances, it may be necessary to have a meeting with the entire class and/or their parents and all or many of the staff members who take the class. In these cases, the appropriate principal will always attend.

Reporting Procedure

Staff members who have received complaints must inform their line manager about the situation and what the class/student(s)/parents have agreed. If the situation does not improve, the line manager must also be informed.

Further:

- the line manager should always be informed and take over the case if the homeroom teacher receives a complaint about another member of staff.
- the staff member and the line manager must inform the Director if the conflict does not seem to be resolved.
- if the school receives complaints about the same staff member from different students/groups of students/ student representatives/parents, the case must be referred to the director.





5. Health and safety

5.1 Sickness

Parents are expected to keep their child at home if they are unwell and/or unable to participate in the school activities of the day. This also applies if they have 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 they should return to school or be kept at home.

- **A temperature** more than 38 is 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.

If a child develops a fever at school or shows signs of an illness such as the flu (e.g. vomiting), then staff will call parents to ask them to collect their child. Parents must do so in as timely a manner as possible.

It is important to inform the school if a child is going to be absent. Parents are asked to contact the school on the first day the child is kept at home. The school may ask about the nature of the illness and how long the absence is expected to last. If it becomes clear that the child will be away for longer than expected, please contact the school as soon as possible to explain this.

If parents are unsure of the advice given here, they should talk to their child's homeroom teacher or the principal for clarification.

5.2 Guidelines for handling of medicines

Students may need to be administered medication during the course of the school day either on a long or short term basis. Students who are subject to attacks of asthma or who are allergic to particular substances may have to use medication if an acute attack occurs. In addition, students may return to school before the end of a course of treatment and have to complete their medication during the school day.

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.

Purpose

- These guidelines aim to ensure that:
- A student is given the correct medicine at the correct time and under the correct circumstances
- The school has effective procedures for dealing with medications
- School personnel have adequate training and knowledge to accept responsibility for medication
- Parents are reassured that the school will act responsibly.

Responsibility

If a student is to receive any form of medication during the course of the school day, the parents will authorise a named member of the ISB staff to do this by completing the Medication of Students form.

A new form must be completed for each course of treatment. The medication form will be stored in the medicine cabinet along with the medicine until the treatment is completed or the end of the school year. After this time, the form will be stored in the student's file for no more than one year. Only the person named on the form will dispense the medication.

The parents will ensure that all necessary instruction in administering the correct dose in an appropriate manner is given to the named member of staff. School personnel who do not wish to be given this responsibility, may reserve the right to refuse to be the named person.

Storage of Medicines

Parents must indicate on the Medication of Students form whether the medicine will be kept in a "pocket pharmacy" in the student's backpack or whether it will be kept in a locked medicine cabinet.

- When the medicine is kept by the school. All medicines must be kept in one of the designated locked medicine cabinets. Each student's medicine will be kept separately in a plastic bag, labelled with the student's name. The key will be kept out of the reach of students and unauthorised personnel.
- When the medicine is kept in the backpack. The parents/students must ensure that any medicine kept in the student's backpack cannot be accessed by other students or unauthorised persons.

Administration of Medicines

In a situation where the medicine is part of a course of treatment, the authorised member of staff must ensure that:

- The medicine is given in the correct amount at the correct time to the correct student;
- The Medication of Students form is completed correctly;
- Any medicine given in tablet form is given with a glass of water while the student is seated.

In an acute situation where the administration of acute medication is necessary, the named member of staff must administer the medication according to the instructions given.

On every occasion when an acute administration has taken place, the parents must be contacted and informed.

Errors Discrepancies

If any errors in the administration of acute medicines or uncertainties arise, the parents should be contacted. If the parents cannot be contacted, the dispensing doctor should be contacted. Any errors or discrepancies should be reported to the Director and parents in writing. The Director will consider if any changes to the established procedures are necessary in order to prevent further errors occurring. If the error has occurred due to carelessness on the part of the named person, it may be necessary to revoke their authority to administer the medication.

5.3 Head lice

Head lice are very common in childcare centres and schools. When detected, a letter containing the following information is sent home to all children in the class. It is important that the instructions given are followed carefully and diligently. 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.

How are lice transmitted?

Head lice spread via direct contact or indirectly on items such as hats, combs, hair brushes and headphones. Head lice may or may not make the scalp itchy.

How can head lice be treated?

There are a number of very effective treatments for lice. In Norway, Prioderm shampoo or Malathion Liniment is recommended. All treatments contain an insecticide that kills the lice. If your child has head lice, use the treatment immediately and according to the instructions. If you are unsure what to do, ask at the pharmacy (apotek) or the school office. Please also inform the school.

How can parents tell if their child has head lice?

- Where to look:
- Close to the scalp
- Behind the ears
- The back of the neck
- Top of the head

What to look for:

- One of the first signs may be itching and scratching the head
- Adult lice (1mm 1/8" long) are hard to see, while nits (or eggs) are easier to see
- Nits are firmly attached to the hair close to the scalp and are greyish white in colour and are oval in shape.
- Nits may look like dandruff but they cannot be flicked off

How to check:

- Spend a few minutes checking your child's head. Good lighting is important. Use a magnifying glass.
- Look for nits by parting the hair in small sections going from one side of the head to the other. Check carefully, looking close to the scalp.

What can parents do?

Check your child's hair for nits immediately, after one week and then again after two weeks. If your child has head lice, treatment must be given before they return to school. Do not treat your child with a head lice product unless you find lice or nits in their hair. All family members must be checked if one member has head lice. Use the product according to its instructions. It is important to check for living lice the day after the treatment. If live lice are found, the treatment must be carried out again. After treatment, use a fine-tooth (nit) comb to remove the eggs. Put the nits in a bag, tie it up and throw it out. Do this daily until no more eggs are found. Wash bedding, recently worn clothing, combs, brushes, hats and hair bands in hot water and dry, if possible, in a hot dryer. Place anything non-washable in an airtight bag and either place it out of reach for two weeks or in the freezer overnight.

5.4 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). All school staff have regularly updated first aid training.

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. It is the family's responsibility to keep their medical details updated. Please contact the school office/your child's homeroom teacher or principal if you need to update our medical records. This can also annually be completed at the beginning of the school year through Open Apply.

5.5 Evacuation and other drills

Evacuation drills will be held at unannounced times to provide for the safety and well-being of students. Teachers will accompany their students as they leave, remain with them to take attendance and return with them to the school building. ISB staff are trained in lockdown/safe haven procedures and will initiate these if necessary.

5.6 Insurance of students

The school holds insurance coverage for all students while they are present on school property or are participating in school sponsored activities. The school does not hold travel insurance or insurance cover for the personal property of students. For this reason, students are discouraged from bringing valuable toys, jewellery, etc to school (see 3.14 Property and Belongings).

5.7 School Health Services: grades 1 – 10

School Health Services work to promote students' mental and physical health, promote good social and environmental conditions and to prevent illness and injury. All health information is retained by the health authorities and remains confidential. Parents, teachers and counsellors are important cooperation partners. School Health Services also work with and may occasionally refer to specialist health services and other relevant institutions.

All new students will get an invitation to a meeting with the school nurse.

For students in Upper School, the school nurse also help to provide information to teachers /students about health issues in education, upon request. Additionally, we support initiatives organised by LK20, the Norwegian curriculum.

Vaccination records

In order for the school health service to keep up to date and accurate vaccination records, parents are requested to submit a copy of each child's vaccination record to the school nurse. This applies in particular to students who have been living abroad.

Present on school campus

The School Health Services are available Wednesday, Thursdays and Fridays on campus and can be contacted directly: 55 30 63 37 or by email: snefrid.trondsen@bergen.kommune.no

The school health activities and responsibilities

- Health information, education and counseling – individual or in groups;
- Vaccination;
- Cooperation with parents, school and other relevant institutions;
- Open door – available to students/parents;
- Participate in the school's multidisciplinary team, which is the school arena for interdisciplinary collaboration.

Programme for the school year 2024 – 2025 (subject to amendment)

Grade 1

Invitation to individual meeting with student, parents and school nurse. Health check-up with the school doctor, including a hearing screening of all students. Both meetings will take about 1 hour. Follow-up is offered if needed. Lesson about personal boundaries – Read 'My Underpants Rule'.

Grade 2

Vaccination against diphtheria, pertussis, tetanus and polio. Lesson about personal boundaries – Read 'My Underpants Rule'.

Grade 3

Routine height and weight measurement, follow-up is offered if needed.

Grade 4

Lesson on physical/mental/sexual abuse

Grade 5

Lesson about puberty and body development.

Grade 6

Vaccination against measles, mumps and rubella. Lesson from USO

Grade 7

Vaccination against HPV given in two doses during a course of 6 months.

Grade 8

Students are invited for an individual meeting with the school nurse. The consultation includes height and weight measurement, conversation based on the student's needs as well as individual customised guidance. Science teacher together with the nurse holds lessons about relationships, sexuality and contraception.

Grade 10

Vaccination against diphtheria, pertussis, tetanus and polio.

5.8 Dental Services

Students will be called in by the dental office closest to the student's home address. These dental services for children are free of charge.



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Learning for life

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