

ISB Policy Handbook

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1.0 The School, Its Goals and Its Organization

1.10 School Legal Status

The official name of the organization is Stiftelsen International School of Bergen. For the purposes of this document, the terms "school" or "ISB" will be used throughout.

The International School of Bergen is registered in the Norwegian companies' register as a commercial foundation in accordance with Chapter 1, §4 of the "Stiftelseslov". It has been designated tax-exempt by the Norwegian tax authorities.

The registration of the foundation comprises:

The foundation itself	974 412 020
The school section	974 187 442
The preschool and kindergarten section (Barnehage)	982 954 819

ISB operates under the Norwegian legal system, is recognized by the Ministry of Education under Opplæringsloven §2-12 as a private school and laws governing Norwegian pre-school education. The governance of the school is the sole responsibility of the Board of Trustees.

Approved: March 2001
Revised: December 2005, February 2015

Legal ref.: [Stiftelsesloven](#)
[Opplæringsloven](#)
[Barnehageloven](#)

Cross ref.:

1.101 Corporate Articles, Control and Purpose

1.102 Powers Delegated to the School Board

1.103 School Ownership and Tax Status

Incorporated into 1.10 School Legal Status

1.104 Dissolution of the School

In the event of the dissolution of the school, all remaining assets and liabilities shall be disposed of by a majority vote of the voting membership of the Board and no benefit shall accrue to any members of the Board.

The assets will be given or transferred to some other institution or institutions having an objective similar to the objectives of ISB, and which prohibits the distribution of its/their income and property to Board members as described above and in Policy 2.202 Board Member Compensation and Expenses.

Approved: March 1984

Revised: December 2005

Legal ref.:

Cross ref.: 3.80 Dissolution of The School

 2.202 Board Member Compensation and Expenses

1.20 School Mission Statement and Philosophy

Mission Statement

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

Core Values

Community

- Coming together and working towards a common goal
- Supporting, motivating and valuing others
- Strong partnerships creating a genuine feeling of family
- Safe, caring and friendly environment
- Appreciating and including everyone

Integrity

- Developing hearts and minds
- Being true, fair and honest to ourselves and others
- Basing decisions on what is best for the greater good

- Trying to always do our best
- Demonstrating the courage to be ourselves

Respect

- Treating others as we wish to be treated
- Embracing and celebrating individual and cultural diversity
- Being open-minded and learning from others
- Valuing ourselves
- Taking care of our own and others' property

Responsibility

- Being accountable for our words and actions
- Taking care of the environment
- Contributing positively
- Creating a stimulating learning environment
- Striving to be dynamic world citizens

Core Beliefs

We believe that the education provided at ISB should reflect the school's core values and objectives. Our international curriculum allows ISB students to evolve into confident individuals and caring citizens of the world.

- Community - **A successful school** celebrates similarities and differences, encourages the development of global citizens, promotes a healthy and secure learning environment, enjoys a supportive and involved community and connects with the rest of the world.
- Integrity - **All learners** can experience success, gain self-confidence, become self-directed learners and become positive contributors in a community of different cultures.
- Respect - **An effective community of learners** is knowledgeable in their respective content areas, has different teaching styles, recognizes and works with different learning styles and unique talents and works hard to grow personally and professionally.
- Responsibility - **A successful educational programme** meets the needs of and actively involves all students, supports student growth and success, is integrated, continually developing, multi-dimensional, inquiry based and models life skills.

Approved: April 2001

Revised: December 2005/May 2006/December 2010/February 2015

Legal ref.:

Cross ref.: 5.10 Personnel Philosophy and Goals

1.201 Objectives

Core Objectives

ISB aims to:

- Provide a positive and enriched learning environment for all - COMMUNITY
- Uphold the rights of all individuals and build academic honesty while developing lifelong learning skills - INTEGRITY
- Foster an atmosphere of cooperation, open mindedness and a positive attitude towards ourselves and others - RESPECT
- Offer a quality educational programme which is adaptable to the needs of students and develops the skills for lifelong learning - RESPONSIBILITY

Approved: May 2000

Revised: December 2005/May 2006/February 2015

Legal ref.:

Cross ref.: 6.10 Instructional Goals and Objectives

1.202 Host Country Government Relations

The Board seeks to foster positive relationships between the school and the government, schools and universities of Norway. In order to foster this relationship, the staff and Director are expected to take the initiative in establishing positive contacts with the local community. The Director, as the official head of the school, is authorized by the Board to conduct official school business with the local government officials.

The Director shall, from time to time, report to the Board on the current relationship with the host country at all levels of contact.

Approved: November 1984

Revised: January 1997

Legal ref.:

Cross ref.: 9.20 Host Country Government Relations

1.203 Community Involvement in Decision-Making

The Board endorses the concept that parent 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 and/or sponsors are encouraged to express ideas, concerns and suggestions about the School to the administration, the staff, existing advisory bodies, and to the Board itself. From time to time, parents and/or sponsors will also be surveyed regarding certain aspects of the School.

Community members who are especially qualified because of training, experience or personal characteristics shall be encouraged to take an active part in school affairs. Such persons, when not connected to the school as Board members or employees, may be invited to advise or assist, individually or in groups. The Board invites such assistance in specific cases after consultation with the Director.

The administration shall set up channels of communication with parents and or members of the school community through which the parents and the community members may voice their views e.g. The Parent Council and Coordinating and Environment Committees.

The Board and the administration shall give consideration to the advice which they receive from individuals and community groups interested in the school, especially those individuals and groups which they have invited or created to advise them regarding selected issues. However, the Board and Administration shall use their own best judgement in arriving at decisions.

Approved: March 2001

Revised: December 2005

Legal ref.: [Opplæringsloven §11](#)

Cross ref.: 8.401 Community Involvement in Decision-Making

1.204 Staff Involvement in Decision-Making

Staff participation in decision-making shall include, as appropriate, involvement in:

1. Policy development
2. Administrative regulations development
3. Budget and resources planning
4. Curriculum planning
5. Strategic planning

The Director will make recommendations and initiate new procedures only after seeking and giving consideration to the opinions of staff.

Approved: May 1991

Revised: December 2005

Legal ref.: [Opplæringsloven §11](#)

Cross ref.: 1.203 Community Involvement in Decision-Making

5.204 Personnel Involvement in Decision-Making

1.205 Student Involvement in Decision-Making

The Director may consider student opinions when preparing policies for the Board's consideration, particularly those in the area of student privileges and other areas of special importance to students. The administration shall set up channels of communication with students through which the students may voice their views e.g. The Student Council. From time to time, students will also be surveyed regarding certain aspects of the school.

Approved: January 1997

Revised: December 2005

Legal ref.: [Opplæringsloven §11](#)

Cross ref.: 1.203 Community Involvement in Decision-Making

7.101 Student Involvement in Decision Making

1.206 Non-Discrimination

No person in the school shall be discriminated against on any grounds. It is stipulated, however, that this policy does not preclude any policy, programme, or activity that has as its aim the *improvement* of conditions for disadvantaged individuals or groups. For example, a programme for children with language, cultural or learning difficulties shall not be

considered “discriminatory” under the terms of this policy. The letter and spirit of applicable human rights law shall be carefully observed, enforced, and supported, so that all members of the school community may work together in an atmosphere of tolerance and respect for individual differences.

This policy of non-discrimination shall prevail in all matters of instruction and course selection; in providing facilities and access for the handicapped; in the choice of instructional materials and the provision of career guidance and counselling; and in all matters pertaining to community relations. Specifically, the Board abhors and prohibits the distribution of any materials based on prejudice, either inside the school or on school grounds.

Approved: April 2001

Revised: December 2005

Legal ref.: Diskrimineringsloven 21 Juni 2013 Nr 58, 59, 60, 61

Diskrimineringsombudsloven 10 Juni 2005 Nr 40

Cross ref.: 5.101 Equal Opportunity Employment

6.504 Guidance and Special Instructional Programs

6.5041 Religious Instruction

7.10 Responsive and Fair Educational Opportunities

7.2011 Discontinuation of Enrolment and Refusal or Re-Enrolment

1.2061 Diversity, Equity, Justice and Inclusion Policy

At ISB all community members have the right to feel safe and secure and know that their individual differences are appreciated and included. These include differences of age, ethnicity, family configuration, gender identity and expression, language, learning ability, nationality, physical ability, religion, sexual orientation, and socioeconomic status.

Diversity is a foundational part of the ISB Charter where the school aims to foster a more tolerant, peaceful and globally responsible society of internationally minded citizens.

At ISB we are committed to the United Nations Declaration of Human Rights. The Board, administration and the ISB community, will continually strive to define, foster and sustain a diverse, inclusive, equitable and just environment that creates a sense of belonging for all.

Approved: September 2023

Legal ref.: [Opplæringsloven §9](#)

Cross ref.: 5.101 Equal Opportunity Employment
6.505 Services for Students with Individual Educational Needs
6.7012 Individual and Differentiated instruction
7.10 Responsibility and fair education opportunities

1.30 School Organization

1.301 Administrative Organization

The chief executive officer of the school will be called the "School Director." The Board will establish policies regarding the overall administration of the school, including an administrative structure which, at all times, meets the needs of the school. The administrative structure will be illustrated through an Organization Plan.

Approved: March 1984
Revised: May 1996/January 2006

Legal ref.:

Cross ref.: 2.101 School Board Powers and Duties
1.305 Management Team

1.302 School Levels of Instruction

The International School of Bergen offers a co-educational and non-sectarian education to students from pre-school (1 years old).

The school is divided into two sections:

- Lower School (Preschool 3 through Grade Five, ages 3 through 11)
- Upper School (Grades Six through Ten, ages 11 through 16)

Approved: March 2001
Revised: January 2006/December 2010/February 2015/February 2021

Legal ref.:

Cross ref.:

1.303 School Director's Duties and Responsibilities

School Director's Duties

As the chief administrative and supervisory officer of the school, the School Director is directly responsible to the Board for the execution of Board policies, for the official observance of regulations by all employees, for administration, supervision, and leadership in school programs, and for all other educational, administrative, social and recreational activities connected with the school. The School Director is a non-voting member of the Board. (S)He will be expected to attend all meetings of the Board, although it is understood that (s)he will be excluded from discussions regarding the School Director's performance evaluation, tenure, and salary.

School Director's Supervisory Responsibilities

The School Director is responsible for the supervision of all school employees. The School Director is empowered to hire new school employees, or to dismiss any school employees under contract, subject to Board approval. The School Director may deny re-hiring an employee at the termination of his/her contract.

Approved: March 2001

Legal ref.:

Cross ref.: 1.305 Management Team

1.3031 Appointment and Qualifications of School Director

A committee of the Board of Trustees shall review applicants for the new Director. Their selection will be presented for Board approval and contract offer. The total school program and instructional needs shall be considered. Specific qualifications may be required.

The Board will select a qualified School Director. A sitting Board member may not be eligible to hold the position of School Director. The Board will determine whether a time-restricted contract will be awarded. A School Director's initial contract may be renewed or extended if agreeable to the Board and the School Director.

The School Director shall be a person of educational attainment, of good moral character, and executive ability. The School Director should hold a school administrator's certificate or equivalent from an accredited and recognized institution of higher learning, and be an

experienced school administrator.

Approved: March 1984

Revised: May 1996/December 2005

Legal ref.:

Cross ref.: 1.3033 Renewal/Non-Renewal of School Director's Contract

1.3032 Evaluation of The Director

The Director of the International School of Bergen will be given a written evaluation by the Board of Trustees at least once each school year.

The Board relies on its Director for the implementation of its policies and for the achievement of its educational goals. It is therefore essential that there be a strong and positive working relationship between the Board and the Director, and that this relationship be regularly reviewed through formal evaluation and discussion. It is the wish of the Board that this evaluation should be a positive process, whose objectives should be (1) to provide dialogue and feedback on progress achieved, (2) to strengthen the working relationship by assessing not only the Director's performance but also the way the Board's own operations help or hinder the Director in his/her assigned duties, and (3) to afford the Director the opportunity to reflect on his/her own development and set goals for further development.

In order to achieve these objectives, the following points will be observed:

1. The evaluation will be a regularly scheduled event, to occur at least once per year.
2. The time and place of the evaluation meeting will be agreed between the Board and the Director.
3. In order to conduct the meeting in an effective and fair manner, the Board and Director will prepare, no later than at the beginning of each school year, the following documents:
 - a) A statement of school goals and objectives for the year;
 - b) An up-to-date job description for the Director, based on these goals and objectives;
 - c) An agreed, written evaluation procedure, including the criteria to be used, questionnaires, if any, and/or other appropriate evaluation instruments or methods.
4. If evaluation instruments such as questionnaires are to be used, Board members' individual assessments will be compiled into a composite evaluation, which will be

discussed between the Director and Board Chair. It is also understood that, if such instruments are to be used, the Board may still wish to address other matters not covered by the instrument. The Director shall have a fair opportunity to respond, and shall also be permitted to raise matters not covered by the evaluation instrument, provided they are relevant to the evaluation criteria.

5. The Director will be provided with a written copy of the Board's evaluation, which will become part of the Director's personal file until the completion of the next evaluation.

Approved: March 2001
Revised: November 2005

Legal ref.:
Cross ref.: 2.305 Board Self-Evaluation

1.3033 Renewal/Non-Renewal of School Director's Contract

In reference to 1.3031, the conditions for the notice period to be given by either party will be specified in the Director's contract of employment.

Approved: March 1984
Revised: May 1996/December 2005

Legal ref.:
Cross ref.: 1.3031 Appointment and Qualifications of School Director

1.3034 Director's Extension of Contract

Approved: March 1984
Deleted: May 1996

1.304 Line and Staff Authority

Approved: March 1984
Deleted: May 1996

1.305 Management Team

While the Board recognizes that the Director is the chief executive officer of the School and bears the responsibility for managing the School under the Board's policies, the Board also recognizes that the management of a complex, modern school system needs the best thinking of *all* staff members. Therefore, the Director is supported by a management team, as reflected in the School Organization Plan.

Although the Board of Trustees and the Director cannot abdicate their duty to establish and carry out policy for the School, the management team provides a valuable way for all levels of management to share information and benefit from group thinking. In pursuit of this, the Board of Trustees may invite members of the management team to attend Board Meetings or Workshops.

Approved: March 2001
Revised: November 2005

Legal ref.:
Cross ref.: 1.204 Staff Involvement in Decision-Making

1.306 Formulation of Administrative Regulations

It is the duty and responsibility of the Director to formulate administrative regulations through the interpretation of Board policies and make these regulations known to the school community. It is also the duty and responsibility of the Director to ensure that all school employees observe regulations.

Approved: March 2001
Legal ref.:
Cross ref.: 1.303 School Director's Duties and Responsibilities

1.3061 School Handbooks

The Director will be responsible for the production and distribution of Handbooks which provide information and guidelines regarding school life and the curriculum to various groups and individuals that make up the school community. Each Handbook will be updated on an as-needs basis and as a minimum annually and distributed as shown:

In addition, the Director will maintain an Administrator's Handbook.

Approved: March 2001

Revised: November 2005

Legal ref.:

Cross ref.:

1.3062 Administrative Reports

Prior to each regular board meeting, the Director shall prepare a report summarizing the administration of the school since the previous report.

The report is to be sent to the board members along with the agenda for the next board meeting, five working days ahead of the meeting.

The report shall include but not be limited to the following:

1. Section 1 Personnel

All staff/personnel related issues either deemed by the Director to merit Board attention and/or those issues which, by Board Policy, must be reported to the Board.

2. Section 2 Enrollment

A listing of enrolment by grade level denoting full and reduced fee students, total enrolment and comments regarding changes in enrolment should be provided.

3. Section 3 Instructional

Comments or proposals regarding curriculum, past/future school activities.

4. Section 4 Administrative

Problems or proposals related to the daily running, safety, insurance, external bodies (e.g. Bergen Kommune), financial items not covered by the financial report, policy, etc.

Approved: November 2005

Legal ref.:

Cross ref.: 2.413 Director's Report

1.3063 Annual Reports

As a commercial foundation, the School is required to compile and submit an Annual Report. The content of the report is regulated by local legal requirements. The Director will be responsible, with the help of the School's appointed auditors, for constructing the report to meet these requirements. However, all members of the Board of Trustees and the Director are required to sign the Annual Report.

The Director is responsible for ensuring that copies of the Annual Report are sent to the appropriate government agencies. The Board of Trustees will present the Annual Report at an Annual General Assembly to be held in May/June each year and to which the school community, parents and staff, have been invited.

Approved: March 2001

Revised: November 2005

Legal ref.: [Stiftelsesloven](#)
[Regnskapsloven](#)

Cross ref.: 2.101 School Board Powers and Duties
3.504 Board's Annual Report to The Auditors

1.40 Schedules of Instruction

1.401 School Calendar

The School Director is responsible for submitting a recommended calendar to the Board for approval on or before its regular December meeting.

Approved: March 1984
Revised: May 1996/November 2005

Legal Refs.:
Cross Ref.:

1.402 School Year

The school year shall consist of no more than 190 teacher days and no less than 180 teacher days. There shall be scheduled no less than 175 student days on the school calendar.

Approved: March 1984
Revised: May 1996

Legal Refs.: [Opplæringsloven §2.2](#)
Cross Ref.:

1.403 School Day

The Director shall arrange the school day schedule so as to offer the students the best use of their time.

Approved: March 1984
Revised: May 1996

Legal Refs.:
Cross Ref.:

1.404 School Week

School will be in session on Monday through Friday.

Approved: March 1984

Revised: May 1996

Legal Refs.:

Cross Ref.:

1.405 Emergency Plans

The Director shall adopt proper procedures to provide for the safety of the children and personnel of the school in emergencies (i.e. fire, earthquake, bomb threat).

Evacuation drills shall be conducted throughout the school year.

Approved: March 1984

Revised: May 1996

Legal Refs.:

Cross Ref.:

1.406 Emergency Closing

The Director is authorized to announce the closing of school if actual or potential hazards threaten the safety and well-being of students and employees. The decision to close school shall be made by the Director or, in his/her absence, the Acting Director, in consultation with the Board Chairman when practical.

The Board is not obligated to refund any tuition in the event of days missed from school as the result of any emergency closing.

Approved: March 1984

Legal Refs.:

Cross Ref.:

2.0 The School Board

2.10 School Board Legal Status and By-Laws

A Board of Trustees governs the International School of Bergen. The Board exercises legislative authority over the school in accordance with applicable laws. It determines policy, delegate's executive, supervisory, and instructional authority to its employees, and appraises the results achieved in light of the goals of the school system. Its approval is required for all major legal and financial business conducted by the School in achieving its educational aims.

The Board of Trustees shall concern itself primarily with broad questions of policy and with the appraisal of results, rather than with administrative details. The application of policies is an administrative task to be performed by the Director and his/her staff, who shall be held responsible for the effective administration and supervision of the entire school.

All matters to be submitted to the Board of Trustees shall first be brought before the Director.

Approved: March 1984

Revised: May 2001

Legal Ref: [Stiftelsesloven](#)
Charter Of ISB Foundation

Cross Ref: 1.10 School Legal Status
1.303 School Director's Duties and Responsibilities
2.101 School Board Powers and Duties

2.101 School Board Powers and Duties

The Board is responsible for protecting and ensuring the continued existence and future of the school. It establishes basic policies and major programmes, and delegates to the Director the day-to-day administration and the carrying out of the approved policies and programmes.

Among the specific functions exclusively reserved to the Board of Trustees are the following:

1. Election of the Chair and other officers.

2. Ensuring the Charter is respected, and reviewed regularly.
3. Selecting and evaluating the School Director.
4. Development of strategic plan and review of such plan annually.
5. Complying with all governmental and local regulations and statutes.
6. Establishment of general policy in the following areas, and communicating this information to the appropriate parties:
 - a) organization
 - b) curriculum and instruction
 - c) position classification and compensation for School staff and administration
 - d) admission of students, including priority of children for enrolment
 - e) employee welfare and relations
 - f) fees and tuition
 - g) overall administration of the school
 - h) governmental and public relations
 - i) finances of the School
 - j) hiring of personnel
7. Approval of:
 - a) curriculum
 - b) disposition of all school property (above a board approved minimum level) and real property, including mortgages and leases
 - c) insurance policies covering assets of the school
 - d) salary budgets, ranges and increases and personnel policies
 - e) capital and financial budgets
 - f) staffing level creation, decrease, and elimination of employee positions
 - g) establishment of fees and tuition
 - h) composition of instructional groups (i.e. class size....)
 - i) capital outlay expenditures (except as approved through budget approval), loans, dividend payments, and other important financial matters
 - j) dismissal of personnel
8. Review of audits
9. Selection of banks for deposit of funds.
10. Determination of the time and place of regular meetings of the Board of Trustees.
11. Administer the Election of new Board Members according to established regulations.
12. Present Annual Financial and School status report to community.

Approved: March 1984

Revised: May 2001/June 2007

Legal Ref.:

Cross Ref.:

2.102 Individual Board Member Authority and Liability

Because all powers of the Board of Trustees derived from the Charter of the Foundation are granted in terms of action as a group, individual members exercise authority only as they take action at a duly convened, official meeting of the Board of Trustees.

Because they have no individual authority or responsibility for the legal or financial affairs of the School, Board members are not individually liable for the Board of Trustees actions, except as Norwegian law may apply. The School will ensure that Board member liability insurance is maintained.

Approved: October 1991

Revised: May 2001

Legal Ref.:

Cross Ref.: [Stiftelsesloven](#)

2.103 Board Member Ethics

All members of the Board of Trustees shall:

- Maintain 'mission focus' in all decision-making;
- Be responsible to the institution as a whole, not to a single agenda and/or constituency;
- Embrace the mission, philosophy and goals of the International School of Bergen
- Become familiar with the school's policies and regulations;
- Act collectively only and be mindful that the authority to speak, represent and act for the board comes from the board and not its individual members;
- Communicate honestly, listen actively, value the diversity of opinion, respect differences, remain optimistic and honour board decisions, even when these do not comply with one's personal opinions;
- Avoid raising individual matters and/or concerns, unless broad policy implications;
- Are involved;
- Support school programmes and activities, and be an advocate for the school;
- Guardian of due process and maintain confidentiality.

Approved: May 2001
Revised: June 2007

Legal Ref.:
Cross Ref.:

2.1031 Board Member Conflict of Interest

Whenever purchases of supplies, equipment, or services shall be made from those companies wherein the members of the School Board work or hold a proprietary interest, the School Board shall be so informed.

Board members should withdraw from discussions of agenda items in which they have a prevailing interest. This should also apply if this interest concerns the immediate family of the Board member.

If a member of the immediate family of a voting Board member shall be employed in a continuing capacity by ISB the Board member shall withdraw from the Board.

If a member of the Board, other than the staff representative, becomes employed by ISB in a continuing capacity (e.g. for other than temporary employment such as substitute teaching) the Board member shall withdraw from the Board. Similarly, no employee, or family member of an employee may stand for election to the Board of Trustees as a parent-elected or sponsoring company member.

Members of the Management Team may not serve as the Staff Representative.

Approved: May 2001
Revised: December 2010

Legal Ref.:
Cross Ref.:

2.104 Board Operational Objectives

The main operational objectives of the Board of Trustees are concerned with focusing the Board's energy and stewardship on securing the long-term future of the School. The responsibility and accountability for day-to-day operational tasks and implementation of policies will be placed in the hands of the Director.

The Board of Trustees will be concerned with long and short-term goal setting within the framework of a Strategic Action Plan. The Strategic Action Plan will act as a vital tool in the setting of the Board's long-term and annual goals. For this reason, it is important that the Plan is monitored, reviewed and updated on an annual basis.

The Board of Trustees will also seek to promote a strong partnership with constancy of purpose with the School Director and Staff through the attainment of the School's Mission, Core Values, Beliefs and Objectives.

Approved: May 2001
Revised: June 2007

Legal Ref.:
Cross Ref.:

2.20 Composition of Board, Selection of Board Members, Length of Term

The composition of the Board of Trustees is defined in the school charter. The term of office shall be for three academic years. Procedure for selection and/or election of members of the Board of Trustees shall be set forth in the Election Regulations. Elections will be held annually in connection with the Annual General Assembly Extraordinary elections may be held mid-year in the situations described under Policy 2.203 and 2.304

Approved: May 2001
Revised: June 2007
Legal Ref: School Charter
Cross Ref.: 2.1031 Board Member Conflict of Interest

2.201 Board Member Orientation

The School Director and the Chair of the Board will conduct an orientation for new Board members emphasizing the role of the Board, individual Board members' duties, responsibilities and Board ethics.

Approved: March 1984
Revised: May 1996

Legal Ref.:

Cross Ref.:

2.202 Board Member Compensation and Expenses

Members of the School Board shall receive no remuneration. Members of the School Board shall be reimbursed for all necessary and responsible expenses incurred in attending any conferences or in making trips on official business for the school when so authorized by the School Board.

Approved: March 1984

Revised: May 1996

Legal Ref.:

Cross Ref.:

2.203 Resignation of Board Members

If a Board Member cannot complete their term, the Board Member should notify the Board of Trustees within a reasonable time. This will provide the Board time to hold an election to fill the vacancy to ensure continuity in the work of the Board.

Approved: May 2001

Revised: June 2007

Legal Ref.:

Cross Ref: 2.20 Composition of Board, Selection of Board members, Length of Term

2.204 Board Member Removal from Office

At the discretion of the Board of Trustees, a Board Member can be removed from the Board by majority vote of the Board (vote excludes member in question) after missing 3 consecutive Board meetings.

At the discretion of the Board of Trustees, a Board Member can be removed from the Board by majority vote of the Board (vote excludes member in question) after violating the "2.103 Board Member Ethics".

Approved: May 2001
Revised: June 2007, January 2024

Legal Ref.:
Cross Ref.: 2.103 Board Member Ethics

2.205 Vacancies on The Board

Should a voting member of the Board be unable to fulfil the full term of elected office, as indicated in 2.203 and 2.204, the position shall be filled in accordance with the procedures established in regulations governing 2.20 Composition of Board, Selection of Board Members, Length of Term.

Approved: May 1996
Revised: June 2007

Legal Ref.:
Cross Ref.: 2.20 Composition Of Board, Selection Of Board Members, Length Of Term
2.204 Board Member Removal From Office

2.30 Organization of The Board

The composition and number of Board Members shall be defined in the school's charter.

Approved: March 1984
Revised: May 1996

Legal Ref.:
Cross Ref.:

2.301 Board Officers

Chair

The Chair of the Board will exercise such powers as properly pertain to the office.

The duties of the **Chair** are as follows:

1. Preside at each regular, special, and executive session of the Board;
2. Call special or executive sessions as necessary;
3. Evaluate, in consultation with the Board, the School Director;
4. Consult with the Director in planning agendas;
5. Confer with the Director on crucial matters which may occur before Board meetings;
6. Act as public spokesman for the Board except as this responsibility is delegated to others;
7. Be responsible for taking and keeping notes on executive sessions.

Vice Chair

The Vice Chair will perform the duties of the Chair in the Chair's absence, both in Board session and in any consultations.

Treasurer

The Treasurer together with the Chair will, together with the Director, have custody of all funds. The Treasurer and/or the Director shall present to the Board a monthly financial report.

All Trustees

All Trustees shall participate and support board duties and activities. Trustees will represent their peer group (parent, staff or company) but the best interest of the school should always be considered when applying their responsibilities.

Approved: May 2001

Revised: June 2007

Legal Ref.:

Cross Ref.:

2.302 Advisory Committees to The Board

The purpose of all advisory committees to the Board is to contribute to School by conducting studies, identifying problems, or developing recommendations to assist the Board in making decisions. The ultimate authority to make those decisions, however, will continue to be the Board's as required by Policy.

Advisory committees will be formed by the Board at such times and for such purposes as the Board deems necessary. They will be given a clear charge, and will be dissolved upon accomplishing that charge.

Membership in advisory committees will be broadly representative of the community's

populations, and will be chosen from among residents who have shown an interest in the School or who have special knowledge or expertise relating to the committee's purpose.

Membership in official representational committees (representing staff, resident, student, or parent groups), and membership in special invitational committees established by the Board (based on expertise or experience relevant to the charge of the committee) will be determined according to regulations relating to such committees.

Once activated, an advisory committee will report periodically to the Board through the Director; the committee or its members may make no announcement to the press or the public.

The Board may provide advisory committees with a suitable meeting place and administrative assistance if resources permit.

The Board may also appoint one or more Board members to serve on advisory committees on behalf of the Board.

A member of the Management Team shall serve on all Board advisory committees with the exception of those committees convened to make recommendations regarding the Director's contract and /or continued employment by ISB.

Note: Standing Subcommittees Were Dissolved by Board Vote In Meeting Of 30 March, 1995.

Approved: March 1984
Revised: May 2001/June 2007

Legal Ref.:
Cross Ref.: 1.203 Community Involvement in Decision-Making
1.204 Staff Involvement in Decision-Making
1.205 Student Involvement in Decision-Making

2.303 School's Legal Counsel

1. An attorney should be available for telephone consultations on general routine matters relating to actions or decisions of the Board. They will be kept fully familiar with the legal and tax problems of the School, and their services will be called upon in connection with these as needed.
2. In addition, an attorney should be available to handle matters related to labor problems, claims by or against the School or its staff, insurance problems, juvenile discipline problems involving police or other public officials, and corporate and tax matters.
3. An attorney may be called upon to deal with matters relating to building site acquisition, contracts relating to building construction or renovation, and disputes with contractors. He/she may also be called upon to prepare or review contracts entered into by the Board.
4. Any attorney will be directly responsible to the Chair of the Board, through the Director of the School. All communications should be directed to the Director, unless the Chair of the Board advises differently.

Approved: May 2001

Revised: June 2007

Legal Ref.:

Cross Ref.:

2.304 Board – Director Relationship

The establishment of policy is the responsibility of the Board and the execution of the policies is the function of the Director.

Delegation by the Board of its executive powers to the Director provides freedom for the Director to manage the school within the Board's policies, and frees the Board to devote its time to strategic planning, policy-making and appraisal.

The Board holds the Director responsible for the administration of its policies, the execution of Board decisions, the operation of systems and structures designed to help the school program, and for keeping the Board informed about school operations and programs.

The Board shall strive to procure, when a vacancy exists, the best professional leader available for the head administrative post. Then the Board as a whole, and as individual members, shall:

1. Give the Director full administrative authority for properly discharging his/her professional duties and holding him/her responsible for results.
2. Refer all complaints, criticisms and requests to the Director and discuss them only at a properly constituted meeting after failure of administrative solution.
3. Present personal criticism of any employee directly to the Director.
4. Act only after considering recommendations from the Director in matters of employment or dismissal of school personnel.
5. Hold all meetings of the Board in the presence of the Director, except those pertaining to the Director's performance evaluation and contract, or those of his/her family.

Approved: March 1984

Revised: May 1996/June 2007

Legal Ref.:

Cross Ref.: 1.301 Administrative Organization

1.303 School Director's Duties And Responsibilities

2.305 Board Self-Evaluation

The Board of Trustees believes that the efficiency of the Board itself directly affects the efficiency of the school system as a whole. Therefore, the Board will conduct an annual evaluation of its own work. The following guidelines will apply:

1. The evaluation should be a positive, constructive process, aimed at improvement rather than criticism.
2. Board members themselves will develop the standards against which they will measure their performance. Areas to consider will include, but not be limited to:
 - a) the relationship between the Board and the Director;

- b) the conduct of meetings;
- c) the effectiveness of policy development procedures;
- d) the relationships between the Board and the public and media.

These standards should be agreed upon at the beginning of each school year, so that the evaluation at the end of the year can be based upon what the Board planned for itself.

3. The evaluation should be based on the Board's own goals, not on goals for the school system as a whole.
4. The Board should evaluate itself as a Board, not as individuals. Evaluations, which focus on Board action rather than on personalities, are more productive.
5. If an evaluation "instrument" or "form" is to be used, the Board should not be limited in its discussions to those items that appear on the form. Free discussion and informal comments are valuable.
6. The outcome of the evaluation should be a written, composite report on how the Board views its own performance. This report should then lead to the development of new objectives and strategies for improvement. In-service programs for Board members, and a sound orientation program for new members, will help in the formulation of Board goals and expectations for the following year.
7. Ideally, the Board's self -evaluation session will precede, or coincide with, the evaluation of the Director. In either case the Director's view of the Board's performance will be sought, and is expected to add a helpful dimension to the evaluation procedure.

Approved: May 2001

Legal Ref.:

Cross Ref.: 2.104 Board Operational Objectives
ISB Strategic Development Plan

2.40 Board Meetings

2.401 Annual Organizational Meeting

At the first meeting of the academic year, the Board shall elect, by majority vote, a Chair, Vice-Chair and Treasurer. The terms of office shall be for one (1) year.

Approved: March 1984

Revised: May 2001

Legal Ref.:

Cross Ref.:

2.402 Regular Board Meetings

The Board should meet a minimum of six times throughout the school year. Meetings will be called by the Chair of the Board who will designate the time, place and, in consultation with the Director, the agenda of the meeting.

Approved: March 1984

Revised: May 1996/June 2007/March 2023

Legal Ref.:

Cross Ref.:

2.403 Executive Sessions

The Board, by a vote of the majority of members present, may, during any regular or special meeting, when a quorum is present, hold an executive session.

During executive session, all non-voting members of the Board of Trustees are excluded from the proceedings.

Minutes shall include only proposals and statements of decisions. The Chair of the Board of Trustees will maintain the records of executive sessions.

The purpose of the executive session will be announced in advance, and will be limited to those listed below:

1. discuss the Director's performance evaluation, tenure, and salary
2. discuss Director's qualifications to hold a job or pursue training, unless the Director

requests an open meeting

3. the hearing of grievances in which the Director has been a party

Board members are duty-bound not to disclose any details of discussions held in executive session.

Approved: March 1984

Revised: May 2001

Legal Ref.:

Cross Ref.: 5.205 Employee Complaints and Grievances

7.503 Student Appeal Procedure

8.50 Community and Parent's Complaints and Grievances

2.404 Procedures for Board Hearing

 **Approved:**

Legal Ref.:

Cross Ref.: 2.403 Executive Sessions

5.205 Employee Complaints and Grievances

7.503 Student Appeal Procedure

8.50 Community and Parent's Complaints and Grievances

2.405 Notification of Board Meeting

Wherever possible, the dates of Board Meetings will be established well in advance, but as a minimum, the date of the next regular meeting will be set at the meeting prior to it.

Approved: March 2001

Revised: June 2007

Legal Ref.:

Cross Ref.:

2.406 Agenda Preparation, Format, Dissemination

The Director shall prepare an agenda, in consultation with the Chair, for each regular meeting. The agenda will be distributed five working days prior to each meeting or as agreed by the Board of Trustees.

Approved: March 1984
Revised: May 1996/June 2007

Legal Ref.:
Cross Ref.:

2.407 Rules of Order

Approved: March 1984
Deleted: May 1996

Legal Ref.:
Cross Ref.:

2.408 Quorum

The number of Board members required to constitute a quorum will be four.

Approved: March 1984
Revised: May 1996

Legal Ref.:
Cross Ref.:

2.409 Voting Method

A simple majority must pass all Board decisions requiring a vote. A quorum must be present for a decision requiring a vote to be made. The Chair shall break any tie votes. The Director may make and second motions but as an ex-officio member of the Board is not eligible to vote.

Approved: March 1984

Revised: May 1996

Legal Ref.:

Cross Ref.:

2.410 Minutes

The minutes of the Board meetings shall be distributed to all members of the Board within one week following each Board meeting.

Approved: March 1984

Revised: March 2001

Legal Ref.:

Cross Ref.:

2.411 Public and Parent Attendance at Board Meetings

Observers may be invited to attend Board meetings at the Board's discretion.

Approved: March 1984

Revised: March 2001

Legal Ref.:

Cross Ref.:

2.412 Release of Meeting Information

The minutes of the Board meeting, the financial report and information contained therein shall be considered confidential and shall not be made available to any persons other than the Board and Director without approval of the Board. Board members are expected not to disclose any information obtained from Board meetings except if it is part of public knowledge or literature.

Board Briefs will be prepared and distributed to the Staff and community to provide an overview of Board activities. The responsibility for the preparation of the Briefs will be established annually at the first Board meeting. The Briefs should not contain information deemed to be of a confidential nature.

The Director will communicate an overview of Board activities to Staff as part of the agenda of regular all staff meetings.

Approved: February 1992

Revised: May 1996

Legal Ref.:

Cross Ref.:

2.413 Director's Report

Prior to each regular board meeting, the director shall prepare a report summarizing the administration of the school since the previous report.

The report is to be sent to the board members along with the agenda for the next board meeting.

The report shall include but not be limited to the following:

1. Section 1 Personnel

All staff/personnel related issues either deemed by the Director to merit Board attention and/or those issues which, by Board Policy, must be reported to the Board.

2. Section 2 Enrollment

A listing of enrolment by grade level denoting full and reduced fee students, total enrolment and comments regarding changes in enrolment should be provided.

3. Section 3 Instructional

Comments or proposals regarding curriculum, past/future school activities.

4. Section 4 Parents and Administrative

Problems or proposals related to the daily running, safety, insurance, external bodies (e.g. Kommune), financial items not covered by the financial report, policy, etc.

Approved: March 1984

Revised: May 1996/June 2007

Legal Ref.:

Cross Ref.:

2.414 Committee Reports

Approved: March 1984

Deleted: May 1996

Legal Ref.:

Cross Ref: 2.302 Advisory Committees To The Board

2.403 Executive Sessions

2.415 Filing of Board Documents

Complete files of Board documents including agendas, Director's reports with attachments, committee reports and Board and committee minutes shall be kept in the Director's office. These Board files should be kept separate from the School's office files and should be easily available for consultation at Board meetings.

Approved: March 1984

Legal Ref.:

Cross Ref.:

2.50 Board Policy Development

2.501 Preliminary Development of Draft Policies

The Board of Trustees, representing the school community, is the legislative body, which determines all questions of general policy to be employed in the conduct of the school.

Proposals regarding school policies and operation may originate from any source.

The Director shall examine new or revised policies and shall consult, as appropriate, the professional staff and other interested or knowledgeable sources.

A preliminary draft shall be prepared by the Director in consultation with others, as designated by the Chair and approved by the Board.

Approved: March 1984

Revised: May 1996

Legal Ref.:

Cross Ref.:

2.502 Policy Adoptions and Dissemination

Policies introduced and recommended to the Board shall not be adopted until a first and second reading. However, temporary approval may be granted by the Board in lieu of formal policy to meet emergency conditions or special events which will take place before formal action can be taken.

Policy shall be adopted by a majority vote.

After written policies are formulated and adopted, copies shall be distributed to each Board member.

Approved: March 1984

Revised: May 1996

Legal Ref.:

Cross Ref.:

2.503 Board Review of Administrative Procedures and Regulations

The Board reserves the right to review administrative procedures at its discretion, but it shall review or veto such procedures only when, in the Board's judgement, they are inconsistent with policies adopted by the Board.

Regulations need not be reviewed by the Board in advance of issuance except when strong community attitudes or possible student or staff reaction, make it necessary or advisable for the regulation to have the Board's advance approval.

Approved: March 1984

Revised: May 1996

Legal Ref.:

Cross Ref.:

2.504 Policy Review and Evaluation

In an effort to keep its written policies up to date so that they may be used consistently as a basis for Board action and administrative decision, the Board shall review its policies according to a review cycle of no more than six years.

The Director shall call to the Board's attention all policies that are out of date or for other reason appear to need revision.

Approved: March 1984

Revised: May 1996/June 2007/December 2010

Legal Ref.:

Cross Ref.:

2.505 Administration in Policy Absence

In cases when action must be taken and no Board policies exist, which provide guidelines for such action, the Director shall have the power to act after conferring with the Board Chair.

These decisions, however, shall be subject to review by the Board at its next regular meeting. It shall be the duty of the Director to inform the Board promptly of such action and of the need for policy.

Approved: March 1984

Revised: May 1996

Legal Ref.:

Cross Ref.:

2.506 Temporary Suspension of Policies

The operation of any section of Board policies not established by law or contract may be temporarily suspended by a majority vote of the Board at a regular or special meeting.

Approved: March 1984

Legal Ref.:

Cross Ref.:

3.0 Fiscal Management

3.10 Annual Operating Budget, Capital Budget and Reserve Fund

The school does not seek to make a profit: however, the Board recognises that finance and finance management comprise the fundamental support of the whole school program. To make that support as effective as possible and to ensure the long-term viability/sustainability of the school, it is the policy of the Board to:

1. Provide policy guidance to budgeting and management of school finances, so that adequate financial strength is maintained,
2. Budget on an annual basis, with a prognosis into a second year,
3. Apply top quality accounting and reporting procedures,
4. Explore all possible practical sources of income,
5. Maintain the level of unit expenditure needed to provide high quality education,
6. Maintain competitive employee benefit packages,
7. Maximise the return on invested capital with no risk to the capital balance,
8. Maintain the level of capital funding according to the needs of the school,
9. Achieve an annual surplus of 2.5% to be reinvested in school improvement projects,
10. Build and maintain a reserve fund at a level to sustain the school for a minimum of 6 months of operational costs.

It is the Board's responsibility to approve the annual operating budget for the ensuing year. The budget should be adequate to finance ongoing programs, to provide for additions or changes indicated by the projected needs of the school, to provide for capital purchases and to ensure that funds are available for emergencies.

Approved: May 2006
Revised: May 2011/April 2016

Legal Ref.:

Cross Ref.: 5.10 Personnel Philosophy and Goals

3.101 Fiscal Year

The fiscal year is defined as beginning on the first day of January and ending on the last day of December.

Approved: March 1984
Revised: October 1996

Legal Ref.: [Regnskapsloven](#)
Cross Ref.:

3.102 Budget Preparation

The preparation of the budget is the responsibility of the Director. The Director shall, in consultation with appropriate office staff and the Board Treasurer, submit a budget draft to the Board in time for it to be reviewed during the November meeting.

Approved: March 1984
Revised: October 1996

Legal Ref.:
Cross Ref.:

3.103 Budget Adoption

The Board shall approve the final budget no later than February.

Approved: March 1984
Revised: October 1996

Legal Ref.:
Cross Ref.:

3.104 Variation from Budget

No amendments will be made to the budget once set.

Approved: October 1996

Revised: May 2006

Legal Ref.:

Cross Ref.:

3.20 Depository of Funds

The Board will select a bank and/or trust companies to serve as the depository or depositories of the school's funds.

The Board may also approve the establishment of investment accounts to invest funds not immediately needed for the operation of the school. The Director will monitor the yield on such investment accounts, and ensure that the school's funds are invested securely and on terms most favourable to the school.

Approved: May 2002

Revised: April 2016

Legal Ref.:

Cross Ref.:

3.201 Bank Accounts

Bank accounts shall be opened in accordance with instructions issued by the Board.

Approved: May 2002

Legal Ref.:

Cross Ref.:

3.202 Authorized Signatures

All school accounts shall have a minimum of two signatories.

The Director shall be a signatory of all operating accounts, together with a Business Coordinator.

The Director, together with the Chair of the Board and/or the Treasurer and/or a regular Board member shall be signatories of non-operating and investment accounts, to be determined annually.

Approved: May 2002
Revised: May 2006/April 2016

Legal Ref.:
Cross Ref.:

3.203 Bonded Employees

The school shall maintain adequate insurance against misappropriation of funds by all authorized signatories of school accounts.

Approved: October 1996

Legal Ref.:
Cross Ref.:

3.204 Transfer of Funds

Any two of the signatories may transfer funds from one operating account to another. Withdrawals from the non-operating and investment accounts will require two signatories.

Operation of online banking services will be delegated by the Director to appropriate personnel.

Approved: May 2002
Revised: May 2006

3.30 Income from Tuition Fees

Annually, at the time that the final budget is adopted, the Board shall set tuition fees for the ensuing school year. The tuition fee schedule shall be established according to estimated student enrolment, available financial resources and budget requirements.

In order to supply the Board with the necessary background data the Director will carry out an enrolment survey and a projection of staff requirements. The Director shall develop and the Board shall approve procedures and regulations regarding the payment of tuition fees. Before a student is admitted, parents shall be advised of tuition and other fees.

The International School of Bergen maintains one tuition fee schedule.

ECC

1. Tuition for students of the ECC is in line with Bergen Kommune tuition.

Grades 1 – 10

1. Tuition A: Guaranteed Seat Programme

This applies to families who work for companies who wish to guarantee a space in ISB's Guaranteed Seat Programme. Securing a seat guarantees the company flexibility for students to arrive at any stage of the school year. Guaranteed seats will be prioritized to join ISB. A guaranteed seat secures a seat for the current school year and can be used by another student from the same company should there be a transition within a school year.

When a family has been admitted under the Guaranteed Seats Programme they will be sponsored by their employer. Once registered as part of the Guaranteed Seat Programme, a family will always be defined as such given that the family's tuition is paid by the employer.

Internationally mobile families will be considered employer-sponsored and required to pay sponsored tuition if they are non-Norwegian and do not meet the criteria defined below in Tuition B or Tuition C.

2. Tuition B1: These are families who have to comply with all of the points below:
 - Reside within Bergen Kommune
 - Are Internationally mobile families (families where neither parent nor child holds a Norwegian passport)
 - Have resided in Norway for fewer than three years

- Can verify they do not receive their tuition sponsored by a company (evidence required).

Families who have been admitted as Tuition B1 can apply to move to Tuition C when the family has been in Norway for 3 years. Status change from Tuition B to Tuition C, this would come into effect after completing the school year.

3. Tuition B2: These are families who:

- Reside outside Bergen kommune regardless of how long they have lived in Norway.

Families who have been admitted as Tuition B2 cannot apply to move to Tuition C unless they move inside Bergen kommune.

Should a family move from outside the Bergen kommune to inside the Bergen kommune, they may apply for a status of change, this would come into effect after completing the school year.

In the allocation of seats Tuition B1 applicants will be placed after Tuition A students.

4. Tuition C.1: Local Fee

Tuition C.1 applies to families who work for not-for-profit companies (documentation required). International families who fall into this category are prioritized ahead of Tuition C.2 families.

5. Tuition C2: Local Fee

This applies to families who have Norwegian citizenship or have lived in Norway for more than three years (evidence required). These families can verify that they do not receive company support for school fees. Families who apply as part of Tuition C are lowest in the prioritization of seats given.

Additionally, Tuition C may apply to special cases as approved by the Director and the Board of Trustees.

Should a family move from Bergen kommune to another kommune they will be moved to Tuition B2 at the start of the following school year.

The burden of proof of being allocated to a Tuition level is on the applicant. Should a privately paying family who have two parents/guardians falling into different Tuition categories they will initially be placed on Tuition B before being able to be considered for Tuition C.

Approved: March 1984
Revised: October 1996, May 2002, May 2006, December 2010, April 2016,
April 2020, May 2021

Legal Ref.:
Cross Ref.: 3.301 Company Tuition Fees
3.302 Private Tuition Fees
3.303 Children of Staff
3.304 Late Payment of Tuition

3.301 Company Tuition Fees

There shall be a schedule of company tuition fees. Seats may be reserved for company sponsored children provided that the sponsoring company pays full company tuition for the reserved seat(s) normally by June 10. Full tuition must be paid before a company sponsored student is formally enrolled in the school. This entitles the company to a seat for the entire year. A seat relinquished by a student during the school year may be acquired at no additional cost by an incoming student of the company's sponsorship with an appropriate adjustment to the tuition component, if necessary.

Approved: March 1984
Revised: October 1996/May 2006

Legal Ref.:
Cross Ref.: 3.3012 Tuition Refunds to Company Sponsored Students

3.3011 Tuition in Case of Late Enrolment of Company Sponsored Students

If places are available in appropriate classes, a company may secure additional places for students who enrol after the first day of school at the following rates:

Enrolment at any time during the first trimester: 100% of annual tuition

Enrolment at any time during the second trimester: 80% of annual tuition

Enrolment at any time during the third trimester: 60% of annual tuition

Approved: May 2002

Revised: April 2016

Legal Ref.:

Cross Ref.:

3.3012 Tuition Refunds to Company Sponsored Students

Should a company sponsored student be disenrolled or suspended during the course of the school year, no tuition refund will be made. A seat will be reserved for the sponsoring company for the duration of said school year and may be filled by a student sponsored by the company.

In the event that a company sponsored student loses company sponsorship in the course of a school year, and a place in the appropriate class is available, the student will maintain enrolled status as a privately sponsored student, if the criteria for such status are met, with the agreement of the Board following an application procedure designed to demonstrate a substantive change in circumstances, and tuition will be levied on a *pro rata* basis.

Approved: March 1984

Revised: March 1999/September 2005/May 2006

Legal Ref.:

Cross Ref.: 3.30 Income from Tuition Fees

3.302 Private Tuition Fees

There shall be a schedule of private tuition fees. Tuition fees are payable according to the

schedule approved by the Board.

The Board may approve a variety of payment methods, reductions for siblings and incentive or bonus schemes.

Approved: May 2002

Legal Ref.:

Cross Ref.:

3.3021 Early Deposits from Private Tuition Students

In order to confirm acceptance of an offer of enrolment, the payment of an early deposit, normally by April 15, will be required.

Approved: May 2002

Revised: May 2006

Legal Ref.:

Cross Ref.:

3.3022 Tuition in Case of Late Enrolment Private Tuition Students

Students in Grades One through Ten starting after the start of a trimester will be charged for the entire month during which they enrol.

Students in Preschool and Kindergarten starting after the start of a month will be charged for the entire month during which they enrol.

Approved: May 2002

Revised: May 2006, April 2016

Legal Ref.:

Cross Ref.:

3.3023 TUITION REFUNDS TO PRIVATE TUITION STUDENTS

Any student in Grades One through Ten who has been enrolled in and attended school during any part of a school trimester and is disenrolled or suspended during that trimester will be held responsible for a full month's tuition for the last month of enrolment and no refunds will be given.

Any student in Preschool and Kindergarten who has been enrolled in and attended during any part of a month and is disenrolled during that month will be held responsible for a full month's tuition and no refunds will be given.

Approved: May 2002
Revised: May 2006, April 2016

Legal Ref.:
Cross Ref.:

3.303 Children of Staff

Children of fulltime staff be admitted to the school (Grades One through 10) on a tuition free basis, provided that the employer of the spouse is not liable for payment of company sponsored fees and provides that a class exists for that child and that a full rate fee paying student is not displaced. Children of part-time staff will be admitted on a pro-rated basis, subject to the same reimbursement qualifications applied to full-time staff. All applicable Norwegian taxes assessed upon the staff member as a result of this reduced tuition benefit will be the sole responsibility of the staff member for whom this benefit is awarded.

All staff children (professional and support) of "barnehage" age (to be defined by applicable Norwegian law) may be eligible for subsidised school seats as prescribed by Norwegian tax law (firmabarnhageplasser). Five seats shall be reserved for these children.

Approved: October 1996
Revised: November 1997/May 2001/May 2006

Legal Ref.:
Cross Ref.: 5.2084 TUITION OF CHILDREN OF EMPLOYEES

3.304 Late Payment of Tuition

Individual families (privately sponsored students) are responsible to make tuition payments on time. Students whose tuition has not been paid in a timely manner may be suspended from attending school at the discretion of the Director. The Director may permit a late payment if s/he is assured that all efforts have been made to expedite the payment. If, however, a payment is three months late, the Director must consult with the Board Treasurer and recommend an appropriate course of action to the Board.

Approved: March 1984
Revised: October 1996

Legal Ref.:
Cross Ref.:

3.3041 Non-Payment of Fees

If all efforts of the school administration fail to recover late or unpaid fees, the Director may, engage the services of a debt collecting agency.

Approved: May 2002
Revised: April 2016

Legal Ref.:
Cross Ref.:

3.3042 Miscellaneous Fees

The Board or school administration may levy additional fees for voluntary curriculum-related activities such as field trips and excursions.

Approved: May 2002
Revised: April 2016

Legal Ref.:
Cross Ref.:

3.40 Income from Other Sources

3.401 Aid and Grants to The School

In addition to income raised through tuition fees, the Board and administration will seek to generate income from government and other grants as they apply to the operation of the school.

Approved: May 2002

Legal Ref.:

Cross Ref.:

3.4011 Pre-School Grant

In accordance with existing Norwegian laws, application for pre-school grants shall be submitted each school year to the appropriate government office. Application for these grants is usually submitted in December.

Approved: March 1984

Revised: October 1996

Legal Ref.:

Cross Ref.:

3.4012 Extended Daycare Supervision

In accordance with existing Norwegian laws, application for extended daycare supervision grants shall be submitted each school year to the appropriate government office.

Approved: May 2002

Legal Ref.:

Cross Ref.:

3.4013 Education of Norwegian Students (Kompletterende Undervisning)

Grants were discontinued in December 2014.

Approved: March 1984
Revised: October 1996
Deleted: April 2016

Legal Ref.:
Cross Ref.:

3.4014 Instruction in Norwegian as a Foreign Language

Approved: May 2002
Deleted: March 2006

Legal Ref.:
Cross Ref.:

3.402 Fund Raising

Fund raising may be undertaken by a variety of groups within the school. Solicitations for funds in the name of the school or any of its organizations must have the Director's approval. Large scale fund raising must be approved by the Board of Trustees.

Approved: May 2002

Legal Ref.:

Cross Ref.: 8.60 PARENT-TEACHER ORGANIZATION

3.403 Gifts and Bequests

The school Board may accept, on behalf of the school, any bequest or gift of money or property for a purpose deemed by the Board and the Director to be suitable. Any gifts presented to the school should be accompanied by a letter from the donor for recognition by the Board. To be acceptable, a gift must satisfy the following criteria:

1. It must have a purpose consistent with those of the school.
2. It must not lead to, or involve, unacceptable costs to the school.
3. It must place no restrictions on the school programme.
4. It must not be inappropriate or harmful to the best education of pupils.
5. It must not imply endorsement of any business or product.
6. It must not be in conflict with any provision of the Board policy or public law.

A letter of appreciation signed by the Director or by the authority of the Director shall be sent to a donor.

Approved: January 1998

Legal Ref.:

Cross Ref.: 8.403 Gifts and Bequests

3.50 Accounting and Reporting

The accounting systems are seen by the Board as a valuable tool in guiding the sound financial management of the school towards accomplishing the goals of the school.

Approved: May 2002

Legal Ref.:

Cross Ref.:

3.501 Accounting and Reporting Practices

The Director and Business Coordinator are responsible for developing accounting systems which meet this objective (3.50) and which conform to good business practices. To this end the Director and Business Coordinator shall be expected to confer with appropriate financial specialists. Monthly financial statements shall be prepared for presentation to the Board.

Approved: March 1984

Revised: October 1996/April 2016

Legal Ref.:

Cross Ref.:

3.502 Inventories

The Director shall keep a current inventory list of the following: textbooks, library books, teaching aids, other assets. Special inventories shall be kept of dangerous chemicals. The Director shall establish procedures and practices to carry out a complete inventory every five years and an update each year.

The Director will maintain a list of capital items. All capital items will be depreciated according to generally accepted audit standards.

A copy of each inventory will be kept off-site for safe-keeping.

Approved: May 2002

Legal Ref.:

Cross Ref.:

3.503 Audits

The Board shall select a firm of accountants to carry out an audit of the accounts. The audit will consist of an interim and a final examination. The auditors will make any comments necessary for desirable improvements in internal control and accounting procedures.

The auditor's report of the annual financial statement shall, upon its completion, be presented by the Director to the Board.

Approved: May 2002

Legal Ref.:

Cross Ref.:

3.504 Board's Annual Report to The Auditors

At the end of the financial year the Director shall prepare for the Board's approval an annual report to the auditors, as required by the Norwegian tax and accounting laws. This report should include the main occurrences during the year that are not already contained in the annual financial statement.

Copies of the Board's Annual report and the Auditor's Report will be submitted to the appropriate Norwegian authorities as required by Norwegian law.

Approved: May 2002

Legal Ref.: [Stiftelsesloven](#)

[Regnskapsloven](#)

Cross Ref.:

3.60 Purchasing Authority

The Board's authority for the purchase of materials, equipment, supplies and services is extended to the Director for the items approved by the Board through its adoption of the annual operating budget. New capital items to a value of more than NOK 100 000 will require Board approval.

Approved: May 2002

Revised: May 2006/February 2021

Legal Ref.:

Cross Ref.:

3.601 Purchasing Procedures

The Director shall develop the necessary procedures and forms for the requisition and purchase of materials, supplies, equipment and services. All purchasing transactions shall be authorized by signed purchase orders as determined by the Director.

Approved: May 2002

Revised: May 2006

Legal Ref.:

Cross Ref.:

3.70 Disbursement of Funds

All properly completed invoices shall be paid according to procedures and arrangements developed by the Director and Business Coordinators. In order to avoid late fees or other surcharges, all invoices will be paid within the due dates wherever possible.

Approved: May 2002
Revised: May 2006/April 2016

Legal Ref.:
Cross Ref.:

3.701 Payroll Procedures

All salaries and supplements paid to personnel shall be prepared by an Business Coordinator and approved by the Director. Salaries are paid by the 15th day of the month unless the 15th day falls on a weekend, in which case payment shall be completed on the immediately preceding Friday.

Approved: March 1984
Revised: October 1996/April 2016

Legal Ref.:
Cross Ref.:

3.702 Expense Reimbursement

Personnel and Board officials who incur previously-agreed expenses in carrying out their authorized duties will be reimbursed upon submission of properly completed documentation.

The level of expenses will not exceed the levels set in Statens Reiseregulativ.

Approved: May 2002

Legal Ref.:
Cross Ref.:

3.703 Salary Advances to Staff Members

The Director may approve short-term salary advances to employees, not in excess of one month's salary. All repayment of salary advances must occur within three months or by the end of the financial year in which the advance is given.

Approved: May 2002

Revised: May 2006

Legal Ref.:

Cross Ref.:

3.704 Petty Cash

The school office will hold a petty cash box for disbursement of small expenses. The school administration will maintain a record of the disbursement of funds from the petty cash box through a petty cash account.

Approved: May 2002

Revised: April 2016

Legal Ref.:

Cross Ref.:

3.80 Dissolution of The School

In the event of the dissolution of the school, all remaining assets and liabilities shall be disposed of by a majority vote of the voting membership of the Board and no benefit shall accrue to any members of the Board.

The assets will be given or transferred to some other institution or institutions having an objective similar to the objectives of ISB, and which prohibits the distribution of its/their income and property to Board members as described above and in Policy 2.202 Board Member Compensation and Expenses.

Approved: May 2002

Legal Ref.: [Stiftelsesloven](#)

Cross Ref.: 1.104 Dissolution of The School

4.0 Business Management

4.10 School Buildings and Grounds

It shall be the policy of the Board to ensure the provision of facilities which support the educational programmes and which meet the requirements of local laws and regulations. The Board recognizes that the education of children depends on many factors, including a proper physical environment that is clean, safe, attractive, pleasant, and functional.

It shall be the policy of the Board to maintain school buildings in good physical condition: safe, clean, and sanitary as the facilities will permit. The Director shall have the general responsibility for the care, custody, and security of the school buildings and grounds. The Director will also have the responsibility of managing rental contracts for school buildings. S/He shall establish such procedures and employ such means as may be necessary to discharge these responsibilities.

Approved: March 1984

Revised: October 1996

Legal Ref.: [Forskrift Om Miljørettet Helsevern](#)
[Barnehagelov](#)
[Opplæringslov](#)

Cross Ref.: 8.0 Internal Relations
4.10 School Buildings and Grounds

4.101 Temporary Closing of School Facilities

The Director is authorized to announce the closing of school if actual or potential hazards threaten the safety and well-being of students and employees. The decision to close school shall be made by the Director or, in his/her absence, the Acting School Director in consultation with the Board Chair when practical.

Approved: March 1984

Revised: October 1996

Legal Ref.:

Cross Ref.: 1.406 Emergency Closing

4.102 Facility Usage

The primary usage of the school facilities will be to support the educational programmes offered. However, the facilities may also be used to provide extra-curricular or intramural activities which provide services to students or their families.

Non-school sponsored organizations may apply to the Director for the use of the school's facilities. The requesting organization will signify that they accept responsibility for the school property to be used and they will absolve the school in advance from any liability for injury to individuals participating in the events which they sponsor in or around the school's facilities.

A fee for the use of the school facility and/or equipment will be negotiated with non-school organizations.

Approved: May 2002

Legal Ref.:

Cross Ref.:

4.103 Building Security and Key Control

Because the school's buildings are essential to its effective functioning, and because security is an important issue in an international school setting, steps must be taken to guard against access by unauthorised persons and against loss and damage caused by carelessness, theft, or vandalism. In the interest of protecting property, the Director is authorised to set regulations that will:

1. Ensure the lock security of the school buildings and ensure the proper screening of outside visitors without losing the open nature of the campus,
2. Ensure vigilance of all members of the school community - students, staff and parents - towards maintaining the security of the campus,
3. Handle problems at the lowest level possible, and allow for involvement of company or local authorities only when no other solution can be reached, with the stipulation that the chair of the board must be notified as soon as possible after any incident in which local police authorities are involved,
4. Secure and maintain contracts with security providers,

5. Ensure that keys are only in the hands of responsible persons whose duties require that they have access to school buildings or to certain rooms, files, or storage areas.

Approved: May 2002

Revised: April 2016

Legal Ref.:

Cross Ref.:

4.104 Emergency Plans and Drills

The Board considers the safety of the children and the school staff as one of its most serious responsibilities. In case of fire and any other type of emergency, students and staff must be prepared to evacuate the school without panic and in the least possible time. To that end, the Director and staff will develop a plan to ensure the safe and orderly movement of all persons in the school to the safest available area in the event of an emergency situation.

The plan developed will be in accordance with Norwegian law and will require a minimum of two evacuation drills annually.

Approved: March 1984, December 2021

Legal Ref.: [Forskrifter til lov om brannvern](#)
[Forskrifter om miljørettet helsevern](#)
[Arbeidsmiljøloven](#)

Accident-prevention plan

Cross Ref.:

4.105 Health and Safety

The school will comply with all local legislation regarding health and safety for both employees and students. In this respect, a member of staff will act as Health and Safety Officer and will meet internal control requirements in regard to the working environment for employees. The school will also have a school environment committee which focuses on the students' learning environment.

Approved: June 2007

Legal Ref.:

[Arbeidsmiljøloven](#)

[Opplæringslov](#)

[Forskrifter om miljørettet helsevern](#)

4.20 Student Transportation

The school does not provide for bussing of students to and from school. The cost of transport to and from school may be reimbursed from the home Kommune of the student, via the school. Eligibility for reimbursement will be determined by Kommunal regulations in effect at the time. Parents will be informed of the regulations which apply.

The school will arrange transport of students for school-sponsored activities using public or private transport companies.

Approved: May 2002

Revised: June 2007

Legal Ref.:

Cross Ref.:

4.201 Student Transport in Private Vehicles

Students will not be transported in private vehicles.

Approved: May 2002

Revised: June 2007

Legal Ref.:

Cross Ref.:

4.30 Crisis Management

The Board is aware that unforeseen events may occur which impact on the normal daily operation of the school. These may include the death of a member of the school community or a national or international event which impacts the school community. The Board delegates to the Director and staff the responsibility of developing procedures to be followed in the event of such a crisis.

Approved: May 2002

Legal Ref.:

Cross Ref.: Crisis Management Folder

4.40 Insurance Management

The school shall maintain adequate levels of insurance cover for losses incurred through fire, theft, accident, liability and other risks as the Board recommends.

The Director shall determine the appropriate levels of insurance and see that all necessary policies are in order at all times.

Approved: May 2002

Legal Ref.:

Cross Ref.: 5.00 Personnel

7.0 The Students

4.50 Data Protection Policy

The Board values the security of school community data and seeks to comply with local legislation and accreditation requirements. A member of staff will act as DPO (data protection officer) and will be responsible for the school's compliance with General Data Protection Regulation (GDPR) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the Data Protection Bill ([Personopplysningsloven](#)).

The Director will act on behalf of the Board to ensure the school's compliance. The DPO will report to the Board on an annual basis or when necessary.

Approved: December 2021

Legal Ref.: [Personopplysningsloven](#)

Cross Ref.:

5.0 Personnel

Personnel policies are in accordance with Norwegian law. Some sections of the policies pertaining to Personnel may be regulated by Agreements between ISB and external employee organisations. Where these Agreements apply, note will be made of this in the Legal References

5.10 Personnel Philosophy and Goals

The Board recognizes that a dynamic, experienced and efficient personnel is necessary to maintain a school offering a high quality, constantly improving educational program. The Board is interested in its personnel as individuals, and it recognizes its responsibility for promoting the general welfare of its employees.

The Board is committed to providing a highly competent, well-trained personnel, able to fit each discipline and area of responsibility into a balanced, well-run school.

Duties of school employees shall be outlined by the Director and arrangements shall be made for regular evaluation of the personnel. The Board's specific personnel goals are:

1. To recruit, select and hire the best qualified people to staff the school.
2. To develop the human relationships necessary to obtain maximum personnel performance and satisfaction.
3. To develop and manage a personnel compensation program that will attract and retain the best employees.
4. To use personnel talent as effectively and economically as possible, for the benefit of the total school program.
5. To provide sufficient funds to provide professional development opportunities which promote a community of lifelong learners.
6. To encourage personnel participation in decision-making for the school.
7. To conduct an appraisal process that will contribute to the improvement of personnel performance.

Approved: May 1991
Revised: June 2008

Legal Ref.:

Cross Ref.: 1.204 Staff Involvement in Decision-Making

5.101 Equal Opportunity Employment

It is the policy of the Board of Trustees that no person shall, on the basis of race, color, creed, religion, gender, sexual orientation, age, national origin or membership of a recognized organization be denied the benefits of employment, retention and promotion.

Approved: June 1984
Revised: June 2008/May 2018

Legal Ref: [Ligestillings- og diskrimineringsloven](#)

Cross Ref: 1.206 Non-Discrimination

5.20 Policies Pertaining To All Personnel

5.201 Employee Ethics

The Board expects all employees to be positive role models and to promote the attributes of the International Baccalaureate Learner Profile and Attitudes.

Employees must respect the confidentiality of any information pertaining to individual members of the ISB community.

Approved: May 1991

Revised: June 2008/May 2018

Legal Ref.: [Opplæringsloven](#)
[Barnehageloven](#)
[Un Convention on Human Rights](#)
[IB Learner Profile and Attitudes](#)

Cross Ref.: 7.40 Students Rights and Responsibilities
ISB Code of Conduct

5.2011 Child Abuse Reporting

The Board undertakes to follow current legislation and regulations regarding child abuse, and shall ensure their implementation in the School.

It shall be the responsibility of the Director to monitor new legislation and regulations as they are introduced and to work with other agencies as necessary to clarify roles and jurisdictions.

The Director shall establish procedures for investigating suspected child abuse cases alleged to have been committed by: There should be a reference to these procedures.

1. Persons outside the Board's employ,
2. Employees of the Board,
3. Students in the school.

School employees who suspect child abuse are legally required to report their concerns to the Director. The Director is then responsible for taking the steps necessary to report the suspected abuse to the relevant agencies.

The Director shall establish clear procedures for reporting child abuse, and shall ensure that all employees are aware of these procedures. If the Director is in any way involved in the suspicions, the employee must report their concerns to the Board Chair.

Approved: June 2002
Revised: June 2008/May 2018

Legal Ref.: [Opplæringslova §15.3](#)
[Barnehageloven](#)

Cross Ref.:

5.2012 Pre-Requisites for Employment

It is a local requirement for employment in any position involving contact with children that employees must present a "vandelsattest" (confidential police declaration), obtainable from the police, before a contract may be entered into with the school.

All instructional staff who hold non-Norwegian degrees and/or certificates, and who are employed on a permanent basis must have their teaching qualifications approved by the Norwegian Directorate of Education (www.udir.no)

Approved: January 1997
Revised: June 2008/May 2018

Legal Ref.: [Barnehageloven](#)
[Opplæringsloven](#)

Cross Ref.:

5.202 Personnel Health and Safety

The Board will seek to ensure employee safety during working hours. The school will operate within the requirements set forth in the Arbeidsmiljøloven (Working Environment Act) under Norwegian law. A copy of the Working Environment Act is available on the staff shared folders. The employees will elect health and safety officers as required by this legislation.

According to the legislation the school is required to contract the services of an

occupational health service provider in support of ensuring a safe and healthy working environment for all employees.

In the legislation the responsibility to ensure a healthy and safe working environment lies ultimately with the employer, but each employee as an individual is required to contribute towards this.

It shall be the responsibility of the Director to monitor new legislation and regulations as they are introduced and to work with other agencies as necessary to clarify roles and jurisdictions.

The Director will develop guidelines, training programmes and procedures for all employees to ensure that they are informed of their responsibilities under the legislation.

Whenever an employee's health appears to be a hazard to others or to interfere with the discharge of the employee's responsibilities, the Director may require the results of a current medical examination. Such examinations will be made at no cost to the employee. If it is the Director's health that is involved, the employee must report their concerns to the Board Chair.

Approved: June 1984

Revised: November 1996/June 2008/May 2018

Legal Ref.: [Working Environment Act](#)

Cross Ref.:

5.2021 Smoking on School Premises

Smoking is not allowed on the school premises or within the school grounds.

Approved: June 2002

Legal Ref.: [Tobakkskadeloven](#)

Cross Ref.:

5.203 Personnel Records

Personnel records shall be available only for official use by the Board, the Director, or other designated parties or agencies.

The employee shall have full access to his/her own records at any time upon request, and

shall be allowed to verify their contents and accuracy. If there is any question about the content that cannot be resolved, the employee may appeal to the Director and the Board under policies dealing with complaints and grievances procedures.

Where there has been a need to place a letter on a faculty members file due to non-conformance and there has not been a recurrence of the issue, the letter will be removed after six years.

If there is a recurrence, then the six years begin again from the date the second letter was placed on the faculty members' file.

Personnel records shall not be sent to other schools or institutions without the written request of the employee.

Approved: June 1984
Revised: June 2008/May 2018/September 2023
Legal Ref.: GDPR Policy to be Included (11.02.2021)
Cross Ref.: 15.205 Employee Complaints and Grievances

5.2031 ISB Diversity, Equity, Inclusion and Justice policy

At ISB all community members have the right to feel safe and secure, and know that their individuality is appreciated and accepted. These diversities include but are not limited to age, ethnicity, family configuration, gender identity and expression, language, learning ability, nationality, physical ability, religion, sexual orientation, and socioeconomic status.

Diversity is a foundational part of the ISB Charter where the school aims to foster a more tolerant, peaceful and globally responsible society of internationally minded citizens.

At ISB we are committed to the United Nations Declaration of Human Rights. The Board, administration and the ISB community, will continually strive to define, foster and sustain a diverse, inclusive, equitable and just environment that creates a sense of belonging for all.

Approved: September 2023
Revised:
Legal Ref.: Opplæringsloven §9a

Cross Ref.: 5.101 Equal Opportunity Employment
6.505 Services for Students with Individual Educational Needs
6.7012 Individual and Differentiated Instruction
7.10 Responsive and Fair Educational Opportunities

5.204 Personnel Involvement in Decision-Making

Personnel participation in decision-making shall include, as appropriate, involvement in:

1. Policy development
2. Administrative regulations development
3. Budget and resources planning
4. Curriculum planning
5. Strategic planning

The Director will make recommendations and initiate new procedures only after seeking and giving consideration to the opinions of relevant personnel obtained through appropriate channels of communication.

Approved: May 1991

Revised: December 2005/June 2008

Legal Ref.: Agreement with Utdanningsforbundet (January 1, 2008)

Cross Ref.: 1.204 Staff Involvement in Decision-Making

5.2041 Status of Personnel Association

The Board recognises the ISB Personnel Association, as defined in its Charter and Articles as an advisory body in the decision-making process.

Approved: June 2002

Legal Ref.:

Cross Ref.:

5.2042 Status of External Employee Organisations

The Board will recognise the elected representatives of external employee organisations in an advisory capacity in the decision-making process.

Approved: January 2008

Legal Ref.: Agreement with Utdanningsforbundet (January 1, 2008)

Cross Ref.:

5.2043 Steering Group for Employee Pension Scheme

The Board of Trustees recognises that in order to create interest in, and raise awareness of, the benefits of membership of a Pension Scheme among the employees, employee consultation in all matters relating to the ISB Employee Pension Scheme, will be made through an Employee Pension Scheme Steering Group.

The membership of the group will be:

- Staff Representative on the Board of Trustees
- Deputy Staff Representative on the Board of Trustees
- Business Coordinator in charge of co-ordinating with the scheme provider

Approved: January 2004

Revised: June 2008/May 2018

Legal Ref.: [Foretakspensjonsloven](#)

Cross Ref.:

5.205 Employee Complaints and Grievances

The Board has a grievance procedure for the resolution of problems. Grievances will be handled expeditiously in accordance with the procedure as follows:

Employee Complaints and Grievances:

An employee with a complaint or criticism should go directly to the person responsible to resolve the situation as promptly as possible. If a complaint goes unresolved, however, a grievance can be filed.

A grievance is defined as a complaint which is not resolved to the satisfaction of the aggrieved employee.

A grievance procedure is a process which requires the parties to a dispute to discuss and try to resolve the dispute, with an opportunity for appeal to a higher authority. If an employee decides to file a grievance, the procedures below must be followed:

1. The employee submits the grievance in writing to the appropriate Principal if the grievance has arisen between members of the same division, or the Director if the grievance has arisen between members of different divisions. This must be done within one week after the grievance has arisen. Only one issue in regard to one complaint may be filed at one time.
2. The Deputy/Director must respond in writing within one week of the submission date of the grievance.
3. If the Deputy/Director's response is not satisfactory to the employee, a written appeal to the Board can be filed. The appeal must be filed within one week of the Deputy/Director's response.

Appeals will be submitted through the Deputy/Director. The Deputy/Director must present the appeal at the next Board meeting. Copies of the written grievance and written response must be given to the Board members. All parties involved in the grievance have the right to present their appeal in person to the Board. The Deputy/Director shall not be present during such presentation in person or at the ensuing Board discussion of the appeal if he/she is one of the parties involved.

4. The Board will render a written response within one week from the date of the appeal meeting.

If the complaint or grievance is in respect of a Principal, the grievance should be lodged with the Director. If the complaint or grievance is in respect of the Director, the grievance should be lodged with the Board Chair. The spirit of the above protocol for dealing with the grievance will then be followed. In such cases, the Board's decision is final and will be in accordance with Norwegian law.

Approved: May 1991

Revised: November 1996/June 2008/May 2018

Legal Ref.:

Cross Ref.: Working Environment Committee, Conflict Procedures
8.50 Community and Parent's Complaints and Grievances
School Communication Guidelines

5.206 Employee Orientation

Prior to a new employee starting at the school, the Director will provide an orientation to acquaint them with the school's philosophy and goals, its programs, staff and facilities, and the city of Bergen, if appropriate.

Approved: May 1991

Revised: June 2008

Legal Ref.:

Cross Ref.:

5.207 Vacation/School Calendar

The working year for all full-time employees consists of 1687,5 hours and will be regulated according to the school calendar. It may also be regulated through individual employment contracts and agreements with external employee organisations.

Vacation/holiday is during the month of July only. All other periods of school closure are reckoned as time in lieu for non-directed staff.

Approved: May 1991

Revised: November 1996/June 2008/May 2017

Legal Ref.:

Cross Ref.: 5.2081 Banking/Payday Schedules
5.304 Instructional Staff Assignments

5.208 Employee Compensation and Benefits

5.2081 Banking/Payday Schedules

Monthly salaries will be deposited in the bank of the employee's choice by the 15th day of the month unless the 15th day falls on a weekend, in which case payment shall be completed on the immediately preceding Friday. All payments are in Norwegian Kroner. In keeping with Norwegian law, each employee will be issued a statement of salary/pay slip in connection with each monthly deposit.

ISB has the right to make deductions from the employee's salary, holiday pay and additional benefits if an audit reveals that a payment has been made in error. This also applies if an employee is unable to document use of a previous advance payment or the employee has borrowed objects belonging to ISB for private use and has failed to return them in the agreed condition.

Approved: May 1991

Revised: November 1996/June 2008/May 2018

Legal Ref.:

Cross Ref.:

5.20811 Holiday Pay

The statutory holiday period is five weeks. Holiday pay will be paid in June each year and in accordance with Norwegian Law.

Approved: May 1991

Revised: November 1996/June 2008/May 2018

Legal Ref.: [Ferie-loven](#)

Cross Ref.:

5.20812 Sick Pay

Staff on sick leave will normally continue to receive their salary from ISB. However, if a staff member fails to provide the necessary documentation for any sick period within a

reasonable time, appropriate deductions will be made from the employee's salary.

Approved: May 2018

Revised:

Legal Ref.:

Cross Ref.:

5.2082 Insurance and Pension

The Board of Trustees will seek to provide life and disability insurance for the School's employees in excess of the legally-determined minimum defined under 'lovbestemt skadeforsikring'.

The Board of Trustees will seek to ensure the financial security of employees in their retirement years through contributions to a pension scheme.

Once insurance and pension cover have been established, the terms may not be changed without prior consultation with employees, and, where appropriate, external employee organisations.

Approved: June 1984

Revised: November 1996/June 2008

Legal Ref.: [Lov om obligatorisk pensjon](#)

Agreement with Utdanningsforbundet (January 1, 2008)

Cross Ref.: 5.2043 Steering Group for Employee Pension Scheme

5.2083 End of Contract Gratuity

Approved: June 2002

Deleted: June 2007

5.2084 Tuition of Children of Employees

Children of full-time staff will be admitted to the school (Grades One through Ten) on a tuition free basis, provided that the employer or the spouse is not liable for payment of company sponsored fees and provided that a class exists for that child and that a full rate

fee paying student is not displaced. Children of part-time employees will be admitted on a pro-rated basis, subject to the same reimbursement qualifications applied to full time employees.

All staff children (professional and support) of "barnehage" age (to be defined by applicable Norwegian law) may be eligible for subsidised school seats as prescribed by Norwegian tax law (firma barnehageplasser). Five seats shall be reserved for these children.

Approved: September 1997

Revised: November 1997/May 2001/June 2002/June 2008/May 2018

Legal Ref.:

Cross Ref.: 3.303 Children of Staff

5.2085 Reimbursement of Expenses For Use Of Private Vehicles

All ISB employees who, in the course of their school duties, make use of their private vehicle will be reimbursed in accordance with "statens reiseregulativ". Compensation will not be given for the daily journey between the employee's home and school. For each journey authorised by the school Director, the employee will be required to maintain a driving journal supplied by the school. The journal will be presented to the school office before reimbursement can take place.

Approved: December 1999

Legal Ref.:

Cross Ref.:

5.209 Employee Leaves and Absences

The Board shall provide a plan for leaves and absences designed to help employees maintain their physical health, take care of family and other personal emergencies, improve professionally, and discharge important and necessary obligations.

Such leaves and absences will be granted, with the Director's approval, in accordance with the following Board policies pertaining to specific types of leaves.

Approved: June 2002

Legal Ref.:

Cross Ref.:

5.2091 Employee Sick Leave/Medical Appointments

Sick leave provisions are in accordance with Norwegian law. Employees are encouraged to arrange appointments outside regular school hours.

Approved: June 2002

Revised: June 2008

Legal Ref.: www.nav.no

Agreement with Utdanningsforbundet (January 1, 2008), Chapter 1, Section 8

Cross Ref.:

5.2092 Employee Special Leave

Employees are entitled to up to 2 days paid special leave annually for the purpose of moving house, marriage or similar, in consultation with the Director.

Approved: June 2002

Revised: June 2008

Legal Ref.:

Cross Ref.:

5.2093 Employee Bereavement Leave

Bereavement leave with pay will be granted to all employees, in those situations in which it is necessary to attend the funeral/memorial services for a member of the immediate family.

The immediate family is defined as spouse, mother, father, sister, brother, son or daughter of employee.

The granting of bereavement leave includes the provision by the school of a travel grant of up to NOK 10 000. Reimbursement of travel grant in the event of bereavement leave will be

limited to one such payment per school year, per employee.

The duration of bereavement leave will be determined in consultation with the Director, but not to exceed five school days, excluding travel time.

Approved: June 2002

Revised: June 2008

Legal Ref.:

Cross Ref.:

5.2094 Employee M/Paternity or Adoption Leave

Employees are entitled to paid m/paternity leave or adoption leave in accordance with Norwegian law. Employees will be required to submit a plan of how the leave is to be taken.

In addition, fathers will be entitled to paid leave of up to fourteen days in connection with the birth. The leave may be taken on consecutive days or may be split into periods. Under normal circumstances, the leave will be taken within four weeks of the birth. The leave will require the Director's approval.

Approved: January 2002

Revised: June 2008

Legal Ref.: www.nav.no

[Working Environment Act](#)

Agreement with Utdanningsforbundet (January 1, 2008)

Cross Ref.:

5.2095 Employee Nursing Leave

Nursing employees will be allowed up to 2 hours a day, paid leave for the purpose of nursing. This applies until the child's first birthday, or earlier if nursing ceases before this date. The specific arrangements will be agreed upon by the Director and the employee concerned.

Approved: January 2002

Revised: June 2008/May 2018

Legal Ref.: [Working Environment Act](#)

Cross Ref.:

5.2096 Employee Educational Leave

Educational leave may be granted to employees in accordance with the Working Environment Act. An employee who has worked for at least three years and who has worked for ISB for the last two years shall be entitled to full or partial leave for up to three years in order to attend organized courses of education. Beyond the level of the lower or upper secondary school, leave will only be granted for vocational studies. Vocational studies include all types of continuing education and training of relevance for the labour market.

Educational leave may not however be demanded when it would constitute an obstacle to ISB's responsible planning of operations and personnel assignments.

An employee who has taken educational leave is not entitled to further educational leave until the time that has elapsed since the commencement of the previous educational leave is:

1. Equal to twice the duration of the leave

and
2. At least one year from commencement of the previous educational leave, except when this was for a course of under one month's duration.

An employee who wishes to make use of his or her right to educational leave must apply to the Director in writing. The notification shall include information concerning the academic content of the course, the duration and, if appropriate, admission to the educational institution. When the course involves education beyond the level of the lower or upper secondary school, grounds must be given for vocational relevance. The application must be made at a minimum of six months before the period of study is to commence.

If the conditions for educational leave have not been fulfilled the employee shall be informed in writing as early as possible and at the latest within six months of the study commencing. When the leave applied for is of a shorter duration than six months, the Director's reply shall be given within three months following receipt of the employee's request for leave but, when the leave applied for is of a shorter duration than one month, the reply shall be given within two months. Until the employee's request has been answered, the Director shall on request

inform the employee of what has been done to make all possible arrangements for the educational leave.

Educational leave will be included in the calculation of an employee's years of service.

Disputes concerning whether the conditions pursuant to the first, second and third paragraph have been met may be brought before the Board of Trustees as an employee grievance, after expiry of the Director's time limit for reply.

Approved: June 2002

Revised: June 2008

Legal Ref.: [Working Environment Act](#)

Cross Ref.:

5.2097 Employee Compassionate Leave

Compassionate leave may be granted if a serious crisis occurs in the family. The specific arrangements will be agreed upon by the Director and employee concerned.

Approved: June 2002

Revised: June 2008

Legal Ref.:

Cross Ref.:

5.2098 Employee Travel Leave

Any designated representative of the International School of Bergen who is sent out of town by the Director or the Board of Trustees on official school business will have lodging and round-trip transportation paid by the school. Other expenses will be covered in accordance with *statens reiseregulativ*.

The Director may grant each employee 2 school days annually with pay to be used for visiting other schools.

Approved: November 1996

Revised: June 2008

Legal Ref.:

Cross Ref.:

5.2099 Staff Personal Leave

Approved: June 2002

Deleted: June 2008

5.20910 Employee Unpaid Leave of Absence

The Director may grant unpaid leaves of absence.

Generally, employees will not be granted leave immediately before or after a period of school closure.

In exceptional cases where leave is granted in June or August, this may have consequences for non-teaching staff for salary payments during these months. Non-teaching employees who are on leave on the last day(s) of the school year or the first working day(s) of the new school year will only be paid for the days worked in the month of June or August respectively.

Approved: May 1991

Revised: May 2018

Legal Ref.:

Cross Ref.:

5.20911 Employee Leave for Military, Civil Defence, Jury, Lay Person Service

Employees who are required to complete follow-up military duty, civil defence duty, jury or lay person service will be awarded leave to do so. Only the first seven days of any leave period for this purpose will be given as paid leave.

Approved: December 2003

Revised: June 2008

Legal Ref.:

Cross Ref.:

5.20912 Policy for Accreditation Leave

Instructional staff may participate in the accreditation of other schools as this is a form of professional development both for the teacher and for the school in preparation for its own accreditation.

For the purpose of an accreditation, one school employee at a time may be granted up to 5 days leave of absence per school year. The school will support the employee by funding the cost of a substitute teacher. No other expenses may be incurred by the school.

Approved: November 2022

Revised:

Legal Ref.:

Cross Ref.:

5.30 Policies Pertaining to Instructional Staff

For the purposes of clarity, instructional staff includes all teacher, counsellor and librarian positions.

Approved:

Legal Ref.:

Cross Ref.:

5.301 INSTRUCTIONAL STAFF POSITION AND QUALIFICATIONS

Every member of the instructional staff is expected to have the recognised qualifications required in their home country. Their salary will depend upon documented qualifications and relevant experience according to the most recent salary schedule.

Non-Norwegian employees require a valid work permit.

Approved: May 1991

Revised: November 1996/June 2008

Legal Ref.: Agreement with Utdanningsforbundet (January 1, 2008)

Cross Ref.: 5.2012 Pre-Requisites for Employment

5.302 Instructional Staff Compensation and Contracts

All instructional staff shall have a written contract which will include the controlling factors of; salary, position title, length of probationary period, holiday pay arrangements, notice requirements, hours of work, compliancy with ISB policies and the process for the reduction of the instructional staff work force.

Validity of the Instructional Staff contract is dependent upon:

- Verification of appropriate qualifications, experience, certification and, for overseas hire staff, a medical disclosure report.
- Placement on the salary scale will depend on qualifications and experience, and will be in accordance with applicable tariff agreements.

Approved: May 1991

Legal ref.: Working Environment Act
Agreement with Utdanningsforbundet (January 1, 2008)

Cross Ref.: 5.3081 Reduction in Instructional Staff Workforce

5.303 Instructional Staff Recruitment and Selection

The Director is responsible for developing a staffing plan within required budgetary needs.

The Director is responsible for employing individuals to fill the instructional staff positions. The Director shall establish recruitment and selection procedures to employ the best qualified instructional staff.

Approved: May 1991

Revised: June 2008/May 2017

Legal ref.: Agreement with Utdanningsforbundet (January 1, 2008)

Cross Ref.:

5.304 Instructional Staff Assignments

Instructional staff assignments will be in accordance with annual contractual agreements and will be outlined in Contract Addendum Schedule A/Work plan.

It is expected that each teacher will have updated short and medium-term plans, that s/he follows, which:

- Meet the requirements of the school's curriculum,
- Provide a clear progression of learning for each assignment taught,
- Show opportunities for differentiated learning,
- Indicate appropriate forms of assessment, and
- Provide sufficient detail for a substitute to follow.

Plans should be located on the school's network.

Individual teachers are expected to maintain student attendance records for each assignment taught. Class teachers are responsible for maintaining student attendance

records for reporting purposes.

All instructional staff are expected to contribute to timely and effective home-school communication through oral and written reporting procedures. This will be in accordance with student needs and the annual school calendar.

Approved: May 1991

Revised: June 2008/May 2018

Legal ref.:

Cross ref.: 5.204 PERSONNEL INVOLVEMENT IN DECISION-MAKING

5.305 Instructional Staff Probation

Contracts may be issued for a fixed duration in the case of personnel hired to replace staff absent because of maternity leave, leaves of absence, medical leave, etc. The length of the fixed contract must be clearly stated within the written contract and agreed to by the staff member to whom the contract is being offered.

The first 6-six-months of employment shall be probationary. During this period the employment may be terminated by either party giving 14-fourteen-days written notice. If no such notice is given the employment automatically becomes permanent at the end of the probationary period.

Approved: May 19991

Revised: November 1996/May 2018

Legal ref.: [Working Environment Act](#)

Cross ref.:

5.306 Instructional Staff Appraisal

Any system of appraisal should be constructive. The appraisal process is designed to give the employee an opportunity to reflect on his/her performance for the past school year, set goals which will serve as instruments for the improvement of the quality of instruction in the classroom, and provide an annual record of an instructional staff member's contribution to ISB and its associated community. It should not be a vehicle to deal with incompetence; the Board therefore wishes to differentiate clearly between a system for dealing with

incompetence and one aimed at professional development.

Appraisal of individuals must take place within the context of overall guiding principles, and the aims of the School. Therefore, the development of the appraisal system should go hand-in-hand with the formulation of the School philosophy and goals, job descriptions, and policies relating to employee development and in-service growth.

The ultimate responsibility for the appraisal of all employees rests with the Director, who may delegate this responsibility as appropriate. In all cases, the vehicle for formal appraisal will be the Appraisal Instrument, which assists employees in identifying goals for professional growth.

The appraisal process may involve a formal observation by the Director or delegated party. In this case, the process will consist of a pre-observation conference and an observation, which is followed by a post-observation conference.

The Board shall require only general reports on instructional staff competence and development as may be needed in the course of the Board's work. The Board may require information about individual appraisals only if the Director has found it necessary to give a staff member warning of failure to meet the requirements of the appraisal process.

The appraisal process shall be reviewed periodically by a Working Party of administrative and instructional staff.

The completed appraisal form will be given to the employee and a copy will be placed in the employee's file for a period of a maximum of two years.

Approved: May 1991

Revised: June 2008

Legal ref.:

Cross ref.:

5.307 Instructional Staff Employment Conditions

5.3071 Instructional Staff Time Schedules and Workload

A full-time employee works a total of 1687.5 hours per year. This time is divided among

directed time, which includes teaching hours, and non-directed time, and is regulated by a Working Hours agreement. Each full-time teacher will be in school no later than 0815 and leave no earlier than 1515, unless stated otherwise by the Director.

Part-time professional staff shall be paid on a pro-rata basis. The size of the position will be calculated as a percentage of teaching hours compared to a full teaching load, as defined by the working hours agreement.

Staff attendance records are kept by the school office.

Approved: January 2000

Revised: June 2008

Legal ref.: SFS2213 Working hours agreement

Cross ref.: 5.207 VACATION/SCHOOL CALENDAR

5.3072 Instructional Staff Extra-Duty Assignments

Members of the instructional staff are expected to participate in other activities to support the curriculum and its development, students and the school and to spend additional time, as needed, to prepare for classroom instruction, grade papers and counsel with students and parents. Requirements and expectations are detailed in the Working Hours Agreement.

All staff are encouraged to show support for events organised by school community organisations such as the Parent Teacher Organisation and the Student Council, and events and activities within sections of the school other than their major work assignment.

Teachers are expected to perform supervisory duties at lunch, playground, arrival and dismissal times as scheduled by the Director.

Staff are required to participate in extra-curricular activities, without compensation, not to exceed 6 (six) hours annually.

Approved: June 1984

Revised: November 1996/August 2005/May 2018

Legal ref.: SFS2213 Working hours agreement

Cross ref.:

5.3073 Instructional Staff Meetings

An annual schedule of weekly staff meetings will be established by the Director at the beginning of each school year.

A minimum of 48 hours notice will be given to the staff if a staff meeting is to be held outside normal school hours. This type of meeting will only be held under exceptional circumstances.

Other meetings within the normal working day may be scheduled, but must take into consideration the requirements of the Working Environment Act.

Approved: June 1984

Revised: June 2008

Legal ref.:

Cross ref.:

5.3074 Instructional Staff Professional Development

Instructional staff are expected to be reflective practitioners who seek opportunities to improve their practice through participation in various professional development activities.

In-service programmes and workshops will be offered as time and budget permit.

Participation in conferences and other forms of personal and professional development are encouraged and supported within budgetary restraints.

Approved: May 1991

Revised: June 2008

Legal ref.:

Cross ref.:

5.30741 Reimbursement of Professional Development Expenses

The annual budget will provide designated funding for a variety of professional development opportunities, and will be evaluated each year. Normally, all reasonable expenses incurred will be reimbursed under production of receipts. Upon submission of a course/conference application, the Director will determine eligibility for, and the level of reimbursement. Reimbursement will be made after completion of the professional development activity and upon submission of a travel expense claim form.

Approved: February 1994

Revised: June 2008/May 2018

Legal ref.:

Cross ref.:

5.30742 Funding of Further Degrees

Further degrees in areas recognised as beneficial to the future development of the school may be eligible for funding assistance in the form of a stipend towards course fees. When a stipend is given, reimbursement will be made upon completion of modules or units of study. Employees who receive a stipend will be required to remain in the School's employ after the modules, units or degree is/are completed for a period to be negotiated between the Director and the individual employee when the stipend is agreed upon, but which will be no longer than two (2) years.

Employees who leave the school's employ before the end of the agreed period will be required to refund the stipend in its entirety.

Applications for financial assistance must be made no less than 3 months before the commencement of the course modules or units of study.

Approved: June 2007

Revised: June 2008/May 2018

Legal ref.:

Cross ref.: 5.2096 EMPLOYEE EDUCATIONAL LEAVE

5.3075 Tutoring for Pay

Tutoring of students of the International School of Bergen will be allowed in the library, the mezzanine or the foyer, if requested by and paid for by parents or company, subject to approval of the Director. Teachers may not tutor students in the subject they teach. The individual employee is responsible for declaring this income for tax purposes.

Approved: June 1984

Revised: June 2008/May 2018/March 2023

Legal ref.:

Cross ref.:

5.3076 Reimbursement for Residential Courses

Staff members who accompany students on residential excursions, courses or field trips will be compensated for the extra hours of duty they serve while supervising students in this way.

For each twenty-four hour period duration, each staff member will be awarded the daily rate of the *statens reiseregulativ* plus one hour's pay on the appropriate level of the professional staff salary scale.

Part time staff who incur additional working hours through participation in a residential course must have an agreement with their line manager prior to travel in regard to additional salary payment or time in lieu.

Approved: October 1998

Revised: October 2002/May 2018

LEGAL REF.: Agreement with Utdanningsforbundet (January 1, 2008)

CROSS REF.:

5.3077 INSTRUCTIONAL STAFF ARRANGEMENTS FOR SUBSTITUTES

If, for any reason, a teacher must be absent from school during school hours, the teacher should notify the school administration at the earliest possible opportunity and in accordance with the current school protocol so that appropriate supervision of classes can be provided.

Approved: June 1984

Revised: June 2008

LEGAL REF.:

CROSS REF: 5.304 INSTRUCTIONAL STAFF ASSIGNMENTS

5.308 INSTRUCTIONAL STAFF TERMINATION OF EMPLOYMENT

5.3081 REDUCTION IN INSTRUCTIONAL STAFF WORKFORCE

The Board of Trustees may determine, in accordance with the needs of the school as a whole, that a reduction of staff is necessary. Should such circumstances arise, the Board shall implement such reductions according to the following criteria, in the stated order of priority:

1. Qualifications suitable to available positions, defined as certification and/or qualifications gained through experience,
2. Years of service at ISB,
3. Total years of teaching experience.

The period of notice will follow the legal requirements of the Working Environment Act.

Approved: June 2002

Revised: June 2008/May 2018

LEGAL REF.: [Working Environment Law](#)

CROSS REF.:

5.3082 RESIGNATION OF INSTRUCTIONAL STAFF

Following the six-month probationary period, three months written notice is normally required if a member of the instructional staff wishes to resign or as mutually agreed upon by the employee and the Director.

Terms of notice may be further regulated by Norwegian law or by agreements with external employee organisations.

Approved: November 1996

Revised: June 2008

LEGAL REF.: [Working Environment Act](#)

Agreement with Utdanningsforbundet (January 1, 2008)

CROSS REF.:

5.3083 RETIREMENT OF INSTRUCTIONAL STAFF

Retirement of instructional staff will be in accordance with Norwegian law.

Approved: June 2002

Revised: June 2008

LEGAL REF.: www.nav.no

CROSS REF.:

5.3084 SUSPENSION AND DISMISSAL OF INSTRUCTIONAL STAFF

The Director may suspend or terminate the employment of staff members in accordance with Norwegian law.

Approved: May 1991

Revised: November 1996/May 2018

LEGAL REF.: §15 Working Environment Act

CROSS REF.: 5.304 INSTRUCTIONAL STAFF ASSIGNMENTS

5.40 POLICIES FOR OVERSEAS HIRED INSTRUCTIONAL STAFF

The following benefits apply only to full time staff hired under the terms of the Overseas Hired Teacher's contract:

Approved:

Legal Ref.:

Cross Ref.:

5.401 INTERNATIONAL TRAVEL

A travel grant equivalent to travel costs to Bergen from the employee, partner and children home of record at the beginning of a contract and from Bergen to the home of record at the successful completion of the final contract will be paid by the school. Travel costs will be reimbursed for the amount equal to the most direct, economy class airfare.

The home of record for the staff member will be the place which the employee designates when first given a contract. It may not be changed during the time of employment at ISB unless the employee documents need to make the change; the validity of this need will be determined by the Director, or in the case of the Director, the Board of Trustees.

Approved: January 1997

Revised: May 2018, April 2021

Legal Ref.:

Cross Ref.:

5.402 STORAGE OF PERSONAL EFFECTS

Storage of personal effects must be arranged and paid for by the staff member.

Approved: June 2002

Legal Ref.:

Cross Ref.:

5.403 RELOCATION ALLOWANCE AND BENEFIT

For staff with a home of record outside Europe, a relocation allowance of up to USD 10,000 will be granted to cover transport of personal effects and other miscellaneous expenses within the first two years of employment.

For staff with a home of record within Europe, a relocation allowance of up to NOK 20,000 will be granted to cover transport of personal effects and other miscellaneous expenses within the first years of employment.

The above will be paid upon presentation of appropriate receipts and/or documents. ISB is not responsible for loss or damage to personal effects.

ISB will, where necessary, set up a security deposit account for rented accommodation and provide the deposit, but the employee will be accountable for any deductions made from the deposit upon leaving the accommodation.

Approved: November 1996

Revised: May 2018

Legal Ref.:

Cross Ref.:

5.404 WORK PERMITS/VISAS

Each staff member will be responsible for applying for a work permit and any visas that may be required. ISB will help by providing the necessary documentation and support. A work permit acquired for the specific purpose of teaching at the International School of Bergen does not automatically qualify the holder to take other employment.

Approved: June 2002

Legal Ref.:

Cross Ref.:

5.405 TAX LIABILITIES

Norwegian taxes due are the total responsibility of the staff member including, but not limited to, responsibilities for past taxes, if any.

Tax agreements exist between Norway and the USA which entitle US citizens to exemption from US and Norwegian income tax for the first two complete tax years.

For other nationalities, who are temporarily employed in Norway, other tax agreements and allowances are available.

Approved: June 2002

Revised: May 2018

LEGAL REF.: Article 15

www.skatteetaten.no

[United States-Norway Income and Property Tax Convention](#)

CROSS REF.:

5.50 POLICIES PERTAINING TO SUPPORT STAFF

The term "support staff" in this manual is used to mean those employees who serve the school in a support – rather than a teaching or administrative – function. The term is meant to include assistants, maintenance staff and business staff.

Approved:

Legal Ref.:

Cross Ref.:

5.501 SUPPORT STAFF POSITIONS AND QUALIFICATIONS

Every member of the support staff is expected to have experience and/or qualifications appropriate to the position held. Their salary will depend upon documented qualifications and relevant experience, and in accordance with the most recent salary schedule, where applicable.

Non-Norwegian employees require a valid work permit.

Approved: May 1991

Legal Ref.:

Cross Ref.:

5.502 SUPPORT STAFF COMPENSATION AND CONTRACTS

All members of the support staff will receive a written contract which includes the basic controlling factors of; salary, position title, length of the probationary period, holiday pay arrangements, notice requirements, hours of work, compliance with ISB policies and process for the reduction of support staff work force.

Approved: May 1991

LEGAL REF.: [Working Environment Act](#)

CROSS REF.:

5.503 SUPPORT STAFF RECRUITMENT AND SELECTION

The Board of Trustees will adopt annually, upon recommendation of the Director, a staffing plan for the school in connection with approval of the annual budget..

The Director is responsible for employing individuals to fill the support staff positions. The Director shall establish recruitment and selection procedures to employ the best qualified support staff. He/she may be aided in this choice by appropriate members of staff.

Approved: May 1991

Legal Ref.:

Cross Ref.:

5.504 SUPPORT STAFF ASSIGNMENTS

All support staff will be provided with job descriptions. The Director may change or reassign duties within reasonable boundaries. No changes will be made without prior consultation with the individual employee.

Each member of the support staff will be allocated a line manager within the organisational structure of the school.

Approved: May 1991

Legal Ref.:

Cross Ref.:

5.5041 EXTRA DUTY ASSIGNMENTS

Attendance at certain school functions is required, for example, evening meetings, open

house and children's productions within the section of the school in which the staff member has his/her main work assignment. There will be no additional compensation for such attendance.

All staff are encouraged to show support for events organised by school community organisations such as the Parent Teacher Organisation and the Student Council, and events and activities within sections of the school other than their major work assignment.

Approved: June 2002

Revised: August 2005

Legal Ref.:

Cross Ref.:

5.505 SUPPORT STAFF PROBATION AND NOTICE

Contracts may be issued for a fixed duration in the case of personnel hired to replace support staff absent because of maternity leave, leaves of absence, medical leave, etc. The length of the fixed contract must be clearly stated within the written contract and agreed to by the support staff member to whom the contract is being offered.

The first six months of employment shall be probationary. During this period, the employment may be terminated by either party giving the other party fourteen days written notice.

If no such notice has been given the employment automatically becomes permanent at the expiry of the six months probation period. Three months written notice is required of either party to terminate such permanent employment or as mutually agreed.

Approved: May 1991

Revised: November 1996/May 2018

Legal Ref.:

Cross Ref.:

5.506 SUPPORT STAFF APPRAISAL

Any system of appraisal should be constructive. The appraisal process is designed to give

the employee an opportunity to reflect on his/her performance for the past school year, set goals which will serve as instruments for the improvement of the quality of delivery of assignment, and provide an annual record of an employee's contribution to ISB and its associated community. It should not be a vehicle to deal with incompetence; the Board therefore wishes to differentiate clearly between a system for dealing with incompetence and one aimed at professional development.

Appraisal of individuals must take place within the contract of overall guiding principles, and the aims of the School. Therefore, the development of the appraisal system should go hand-in-hand with the formulation of the School philosophy and goals, job descriptions, and policies relating to employee development and in-service growth.

The ultimate responsibility for the appraisal of all employees rests with the Director, who may delegate this responsibility as appropriate. In all cases, the vehicle for formal appraisal will be the Appraisal Instrument, which assists employees in identifying goals for professional growth.

The Board shall require only general reports on staff competence and development as may be needed in the course of the Board's work. The Board may require information about individual appraisals only if the Director has found it necessary to give a staff member warning of failure to meet the requirements of the appraisal process.

The appraisal process shall be reviewed periodically by a Working Party of administrative and support staff.

The completed appraisal form will be given to the employee and a copy will be placed in the employee's file for a period of a maximum of two years.

Before June 1st of each school year the Director or his/her delegate will hold an end of the year update conference.

Approved: May 1991

Revised: May 1994/June 2009/May 2018

Legal Ref.:

Cross Ref.:

5.507 SUPPORT STAFF EMPLOYMENT CONDITIONS

5.5071 SUPPORT STAFF TIME SCHEDULES AND WORK LOADS

A full-time assistant or maintenance staff is defined as one who works 37½ hours per week, not exceeding 7½ hours daily, with starting times no earlier than 0730 and departure times no later than 1645 throughout the staff school year (38 weeks).

A full-time Business Coordinator is defined as one who works 36¼ hours per week throughout the school year. In addition, they are required to work for one week before the school year and one week after. A total of 40 weeks. During the summer break, Business Coordinators share the responsibility of checking mail, and making necessary payments.

Part-time support staff shall be paid on a pro-rata basis calculated on the number of hours worked per week. Part-time support staff are expected to participate in planning days on a pro-rata basis, as agreed with the member of the Management Team responsible for the section of the school in which they work.

Staff attendance records are kept by the school office.

Approved: June 2002

Revised: August 2005/May 2018

Legal Ref.:

Cross Ref.:

5.5072 SUPPORT STAFF MEETINGS WITH SUPERVISOR

Approved: June 2002

Deleted: June 2009

5.5073 SUPPORT STAFF CAREER DEVELOPMENT OPPORTUNITIES

It is desirable that support staff develop competencies through in-service training. The Board of Trustees delegates authority to the Director to grant permission and remuneration

for support staff to be temporarily absent from school for the purpose of career development.

Approved: May 1991

Legal Ref.:

Cross Ref.:

5.50731 FUNDING OF FURTHER DEGREES

Further degrees in areas recognised as beneficial to the future development of the school may be eligible for funding assistance in the form of a stipend towards course fees. Within the constraints of budget allocations, the Director will recommend awards of stipends to the Board for approval. When a stipend is given, reimbursement will be made upon completion of modules or units of study. Employees who receive a stipend will be required to remain in the School's employ after the modules, units or degree is/are completed for a period to be negotiated between the Director and the individual employee when the stipend is agreed upon, but which will be no longer than two (2) years.

Employees who leave the school's employ before the end of the agreed period will be required to refund the stipend in its entirety.

Applications for financial assistance must be made no less than 3 months before the commencement of the course modules or units of study.

Approved: June 2007

Legal Ref.:

Cross Ref.:

5.508 SUPPORT STAFF ARRANGEMENTS FOR SUBSTITUTES

If for any reason, a support staff member must be absent from school during regular working hours, they should notify the school administration at the earliest possible opportunity and in accordance with the current school protocol so that appropriate cover can be provided. A substitute for support staff is employed for a limited time in the absence of the regular

member of staff. It is the responsibility of the Director to compile a list of suitable substitutes.

Approved: May 1991

Legal Ref.:

Cross Ref.:

5.509 SUPPORT STAFF TERMINATION OF EMPLOYMENT

5.5091 REDUCTION IN SUPPORT STAFF WORK FORCE

The Board of Trustees may determine, in accordance with the needs of the school as a whole, that a reduction of staff is necessary. Should such circumstances arise, the Board shall implement such reductions according to the following criteria, in the stated order of priority:

1. qualifications suitable to the position, defined as certification and/or qualifications gained through experience,
2. years of service at ISB,
3. total years of experience.

Approved: June 2002

LEGAL REF.: Working Environment Act §15.3

CROSS REF.:

5.5092 RESIGNATION OF SUPPORT STAFF

Three months written notice is required as notification of resignation. Terms of notice may be further regulated by Norwegian law.

Approved: June 2002

LEGAL REF.: Working Environment Act

CROSS REF.:

5.5093 RETIREMENT OF SUPPORT STAFF

Retirement of support staff will be in accordance with Norwegian law.

Approved: June 2002

Revised: June 2008

LEGAL REF.: www.nav.no

CROSS REF.:

5.5094 SUSPENSION AND DISMISSAL OF SUPPORT STAFF

The Director may suspend or terminate the employment of staff members in accordance with Norwegian law.

Approved: May 1991

Revised: November 1996

LEGAL REF.: §15 Working Environment Act

CROSS REF.:

6.0 INSTRUCTIONAL PROGRAM

6.10 INSTRUCTIONAL GOALS AND OBJECTIVES

The following statements represent the underlying philosophy for the continuing education programs of the school. These statements establish the context within which all other actions should be taken.

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

To achieve this purpose the Board, Administration and Staff:

1. recognise their responsibility to work in co-operation with the home and community toward meeting the intellectual, physical, social and emotional needs of the student;
2. accept primary responsibility for meeting the intellectual needs of the individual student, teaching the skills of learning, problem-solving and imparting knowledge;
3. base the education program on the principle that every human being is valued and deserves the opportunity to attain his/her best self-realisation as an individual and as a member of society;
4. uphold high academic standards, taking into account individual learning styles, to challenge each student and encourage students to acquire a positive attitude toward education and an understanding of the learning processes;
5. promote continuity of curriculum;
6. encourage active participation and constructive self-expression by all members of the school community, in order to enable them to take full advantage of life's rewarding opportunities;
7. reflect upon the international nature of the school and encourage students to acquire an understanding and appreciation of persons belonging to many social, cultural and national groups;
8. enable students to develop good health habits and an understanding of the conditions necessary for the maintenance of physical, mental and emotional well-being;
9. enable students to understand and appreciate human achievements in the natural sciences, the social sciences, the humanities and the arts;

10. enable students to be aware of the environment and the environmental problems the world needs to address;
11. enable students to prepare for a life of rapid change and unforeseeable demands in which a commitment to lifelong learning will be a normal expectation;
12. acknowledge the need to continuously evaluate and improve the school's instructional methods and materials;
13. recognise that the transient nature of the school community requires a curriculum that permits entry into the school and into subsequent schools with minimal problems for the student;
14. acknowledge their obligations and take advantage of the opportunities that are available to ISB as an international school in Norway.

Approved: February 1994

Revised: November 2002/May 2010/March 2011

LEGAL REF.:

CROSS REF: 1.201

6.101 ACADEMIC FREEDOM

Academic freedom is defined as, "Liberty to teach, pursue, and discuss knowledge without restriction or interference, as by school or public officials".¹

"For students, the basic elements include the freedom to study subjects that concern them and to form conclusions for themselves and express their opinions".²

It is the right of qualified teachers to encourage freedom of discussion of controversial questions in the classroom and to develop in students a love of knowledge and a desire to search for truth.

1 www.dictionary.com May 18, 2010

2 www.britannica.com. May 18, 2010

The teacher should take into account the relative maturity levels of their students and the need for guidance and help in studying the issues and arriving at balanced views.

While the Board intends to protect teachers from any censorship or restraint that interferes with their obligation to pursue truth in fulfilling their classroom duties, it also expects that controversial issues will be presented in a fair and unbiased manner, and that the maturity and intellectual grasp of students shall be taken into account. It is therefore incumbent on teachers to ensure that they adopt an open-minded approach and keep abreast of current affairs and topics which may be controversial.

Approved: February 1994

Revised: November 1996/November 2002/May 2010

Legal Ref.:

Cross Ref.:

6.102 CROSS-CULTURAL LEARNING OPPORTUNITIES

The International School of Bergen is international not only in enrolment and teaching staff, but in its outlook and aims, one of which is to develop in young people an informed appreciation of other nations and cultures and a high level of awareness of the responsibilities of national and world citizenship, while providing opportunities to experience the culture, history and geography of the host country. Teaching methods and instructional material from a wide variety of cultural sources shall be used.

Approved: February 1994

Revised: November 1996/November 2002/May 2010

Legal Ref.:

Cross Ref.:

6.103 DAYCARE SUPERVISION

Extended supervision is available for students in Pre-school through Grade Four. Supervision takes place before and after the core school day throughout the school calendar year. Supervision times are day-care only and not designed to have an educational component. An additional fee may be levied for this service.

Approved: November 2002

Legal Ref.:

Cross Ref.:

6.104 AFTER SCHOOL ACTIVITY POLICY

Principle

The Board of ISB will endeavour to support the best possible ASA opportunities for all students at ISB.

The Board of Trustees has responsibility for ensuring:

- The care and welfare of all children in the school
- Providing ongoing training in child protection and related areas for all school staff,
- A member of staff is appointed child protection officer by the leadership team

Policy

The Board of Trustees of the International School of Bergen (ISB) is favourable to after-school classes/activities being offered to its students on the school premises and within the school grounds. (ISB Policy 6.60).

All extra-curricular activities operated on ISB premises must be done in a safe and efficient manner. Such activities must conform to all the relevant policies established by the Board of Trustees and cover all obligations under Health and Safety legislation and Child Protection regulations. The standard school policies apply during the after-school activities. The most relevant are the Code of Conduct, the Anti-Bullying and Child Protection policy, and evacuation procedures and copies of these will be made available to each course organiser.

This policy is in line with our accreditors best practice, and applicable local laws. Current procedural arrangements are outlined in the policy document below. Amendments to these arrangements in response to significant developments, leading to changes in operational procedures, at any given time are the responsibility of the Director and the Senior Leadership Team who will respond to such situations without further recourse to the board.

This document refers to extracurricular activities carried out during school term only. It does not relate to summer camps that may use school facilities.

Practice

The Board of Trustees delegates the day-to-day oversight of after school activities to the Senior Management Team (SMT).

All below goes in Staff Handbook and is linked into the policy part

The SMT welcomes written proposals offering classes to the school's students, both from within the school community and from private individuals, groups or organisations. All submissions will be given due consideration.

In considering and approving activities and classes, the SMT will take into consideration the suitability of the activity. The activity should not conflict with the school curriculum, ethos or core values.

Prior to commencement of an activity, a written contract must be signed by the course organiser and Director. The contract shall run for a limited period, agreed by both parties, generally for the duration of one school year.

Criminal background checks (politiattest) will be required for all instructors and supervising adults.

The school:

- Will ensure there is adequate insurance
- Does not guarantee exclusivity in the activity to the organiser and additional proposals will be given similar consideration
- Is not responsible for the organisational, promotional, financial or other arrangements relating to these activities
- Will provide an after-school activities (ASA) contact from among the school personnel who will be on the premises for the duration of the activities.

It will be agreed in advance which classrooms are to be used for the activities and on which days. The course organiser will be responsible for maintaining a list of student participants and parent contact details. The list of student participants will be kept up to date and shared with the ASA contact. The course organiser is responsible for GDPR compliance regarding contact details of students and parents. The school will maintain a notice board giving information about which activities are available and will also circulate details of courses through the Weekly News.

The course organiser will be responsible for all students enrolled in their activity and their adequate supervision while on the premises and until they are collected after the activity. Generally, students will make their own way to the activity, but for younger students, the course organiser will collect children from the main reception area. The course organiser will accompany students to the main entrance at the finishing time. Students registered in after-school supervision will be accompanied into the after-school supervision area and left with a staff member.

The course organisers shall supply all their own materials and equipment unless otherwise arranged with the SMT and/or the school ASA contact. If school equipment is being used with the school's permission, it may be operated and handled only by the course organiser and students enrolled in the course, where appropriate. The allocated room shall be used solely for the agreed activity.

Any classroom that is used for an activity must be left clean and tidy, with any furniture borrowed from another classroom being returned at the end of the activity. No food or drink may be consumed during the activity unless the activity has specifically stated that it includes food preparation. Windows should be closed at the end of the activity. Any breakages or damage must be reported to the ASA contact.

Course organisers will be responsible for setting the fees of the activity and their collection from parents/guardians. Income tax liabilities are the sole responsibility of the course organiser.

The school does not accept responsibility for loss or damage to personal effects while the premises are being used.

The Director retains the right to terminate the contract if deemed necessary. In such cases a written explanation will be provided. Should an activity be cancelled due to illness or contract termination, the organiser must refund monies paid, or schedule an additional class.

Parents/Guardians who wish to enrol a child for an activity must complete the organiser's enrolment requirements giving their contact details and agree to the arrangements made for the activity. Parents/Guardians should inform themselves of the dates and times of the activity. Students must be collected punctually outside the main entrance at the end of the activity.

The school staff are not responsible for these activities nor is the school responsible for cancellation of classes or any related supervision and notification of parents/guardians. Parents/Guardians must inform the course organiser if their child is unable to attend the activity. All enquiries should be made directly to the course organiser.

All After School Activities are in accordance with the ISB Child Protection Policy.

Approved: February 2021

LEGAL REF.:

CROSS REF.: 7.603 Child Protection Policy

6.20 LEVELS OF INSTRUCTION

The International School of Bergen offers a co-educational and non-sectarian education to its students following an international curriculum.

The structure of the school is determined on a yearly basis in order to best fit the needs of the children enrolled and the expertise of the teaching staff.

Approved: February 1994

Revised: November 2002/May 2010

Legal Ref.:

Cross Ref.: 6.503 HOST COUNTRY PROGRAMS

6.30 CURRICULUM DEVELOPMENT

The school Director is charged with the responsibility of the supervision and co-ordination of curriculum development. Additions or deletions of programs in the curriculum are subject to Board approval.

Approved: February 1994

Revised: May 2010

Legal Ref.:

Cross Ref.:

6.40 EVALUATION OF INSTRUCTIONAL PROGRAMS

The Director, assisted by the instructional staff and other administrators, will regularly evaluate the educational program to determine if they meet the needs of the school and its students. Citizen groups and outside agencies may be invited to participate, if appropriate. Such evaluation may lead to recommendations for modification of practice, change in course content and new courses.

New courses planned by the staff and the Director will be presented to the Board for preliminary approval. Normally, new courses will be introduced on an experimental basis and will be evaluated, at least annually, by the school. When the Director determines that an experimental course should become a regular part of the curriculum, such a recommendation will be presented to the Board for approval.

Approved: November 1984

Revised: November 1996/May 2010

Legal Ref.:

Cross Ref.:

6.50 BASIC CURRICULUM DESIGN

The Director is responsible for the design of a curriculum for the school within the guidelines established by the Board and which meets the instructional goals and objectives. The proposed design must have the approval of the Board.

Proposed changes in the curriculum shall be explained to and approved by the Board before they are incorporated in the school budget.

The process of budget approval is a second line of review for the curriculum. During the budgeting process, the curriculum will be adjusted according to priorities established by the Board based on recommendations by the Director. The final curriculum will be based on a realistic balance between expected income and anticipated expense.

The school, according to its international educational philosophy and goals, exists to provide the best possible all-round education for all of its students.

The school strives towards a true balance in education, responding to the children's intellectual, creative, emotional, physical and social needs. Teachers are encouraged to work together to develop an international curriculum that is flexible, creative and intellectually stimulating.

The Board assigns to the Director and teaching staff the responsibility for preparing and recommending courses of study; however, support staff, parents and students may be invited to participate in the development and revision of the curriculum as appropriate. Curriculum revision is a continuous process.

Approved: November 1984

Revised: November 1996/November 2002

LEGAL REF.:

CROSS REF.: 6.7011 LANGUAGE GROUPS

6.10 INSTRUCTIONAL GOALS AND OBJECTIVES

6.501 CURRICULUM GUIDES

Curriculum documents shall include, as a minimum, the statement of philosophy and goals for the curriculum, and the philosophy and goals, instructional approach, scope and sequence of learning objectives of each subject or course, and a guide to assessment. They will also be designed to meet the requirements of any external curriculum agencies and be readily available to all members of the school community.

Approved: February 1994

Revised: November 2002/May 2010/March 2011

Legal Ref.:

Cross Ref.:

6.502 ENGLISH LANGUAGE SUPPORT

Students who enter the school with no or a limited amount of English language proficiency, may receive English Language Support (ELS).

The type and form of support given will be based on current models of best practice, the age and level of proficiency of the student, and the composition of the student's homeroom class.

Approved: February 1994

Revised: November 2002/May 2010/March 2011

LEGAL REF.:

CROSS REF.: 6.7011 LANGUAGE GROUPS

6.503 HOST COUNTRY PROGRAMS

In compliance with recognition as a private school by the Norwegian Ministry of Education, the School is required to satisfy the legal entitlement of Norwegian and EU nationals to instruction in the obligatory elements of the Norwegian National Curriculum. These elements

comprise instruction in Norwegian language, history and geography and religious education through Grade Ten. The school may also be required to administer and report on the results of national achievement and diagnostic tests.

Approved: November 2002

Revised: May 2010/December 2010

LEGAL REF.: [Opplæringsloven](#)

CROSS REF.: 6.5041 RELIGIOUS INSTRUCTION

6.7011 LANGUAGE GROUPS

6.504 GUIDANCE AND SPECIAL INSTRUCTIONAL PROGRAMS

The Board believes that the school should provide an education that is pertinent to the practical aspects of life. The Board therefore supports the inclusion of special instructional programs such as; career education, family life and sex education, teaching about alcohol and drugs, teaching about controversial issues, social and emotional development, and experimental programs and pilot projects.

Approved: February 1994

Revised: May 2010

Legal Ref.:

Cross Ref.:

6.5041 RELIGIOUS INSTRUCTION

Although religious education is not a formal part of the school's curriculum, it is an integral part of the school's teaching at all levels. All religious beliefs are respected.

The social structure of the school has evolved in the belief that everyone - be it student, teacher, or other member of staff - is an individual whose ideas should be respected, and certainly tolerated, provided they harm no-one else.

In classroom teaching, especially in the upper school, there are frequent opportunities – which teachers are encouraged to use – to enable pupils to build their own pattern of beliefs and values. Teachers will not shun the honest discussions in which children involve them. Whatever the teacher’s own religious convictions, the teacher should respond sincerely and honestly to students’ searching questions.

However, the teaching of any religion must be done from the point of view of one’s own creed and, for that reason, the school believes that it is the parents’ responsibility to instruct their children what they wish their children to believe.

It is for the school to treat the study of religion as one of the many aspects of human knowledge that are part of our curriculum, and to answer questions in a general atmosphere of respect and serious inquiry, so that students will gradually, with the help of their parents and any formal religious training they may receive outside the school, begin to make their own assessment of the worthwhile values and beliefs in human relationships.

Approved: February 1994

Revised: November 1996/November 2002/May 2010

LEGAL REF.:

CROSS REF.: 6.503 HOST COUNTRY PROGRAMS

6.101 ACADEMIC FREEDOM

6.5042 CAREERS EDUCATION AND GUIDANCE

Careers education is delivered as an integral part of the instructional program.

The Director will ensure that appropriate structures and systems are in place to ensure that students graduating from the upper and high schools and their parents are provided with the necessary information and materials to make informed choices about further education.

Approved: November 2002

Revised: May 2010/December 2010

Legal Ref.:

Cross Ref.:

6.505 SERVICES FOR STUDENTS WITH INDIVIDUAL EDUCATIONAL NEEDS

The school offers limited help to children in need of special educational services. Individual uniqueness should be respected and provided for, and every effort will be made to adapt learning experiences to the wide variety of student needs. The school will enlist the help of local services or refer families to these as appropriate.

Approved: November 2002

Revised: May 2010

Legal Ref.:

Cross Ref.: 7.201 Admission
7.2011 Discontinuation of Enrolment and Refusal or Re-Enrolment
6.505 Services for Students with Individual Educational Needs

6.506 COOPERATIVE PROGRAMS WITH HOST COUNTRY SCHOOLS

The Board encourages the involvement of students and staff in host country programs and activities. These may involve special co-curricular projects with a host country school and/or organisation or extracurricular activities.

Approved: November 2002

Legal Ref.:

Cross Ref.:

6.60 CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

Co-curricular and extra-curricular activities will be provided by the school and shall be dependent upon the availability of facilities and the resources available to provide such programs.

Approved: November 1984

Revised: November 1996

Legal Ref.:

Cross Ref.:

6.70 INSTRUCTIONAL ARRANGEMENTS

6.701 GROUPING FOR INSTRUCTION

The Board supports instructional arrangements that cater to the individual needs of students and permit individual growth and continuous progress.

All students will be assigned to instructional groups according to previous records, measured aptitudes, achievement, physical and emotional maturity, and other pertinent considerations. Parental preferences will be considered, but the final determination is the responsibility of the Director, after consultation with relevant staff.

Approved: February 1994

Revised: November 2002

Legal Ref.:

Cross Ref.:

6.7011 LANGUAGE GROUPS

Language is a medium of inquiry, communication, and expression central to the development of the whole child, and is the major connecting element across the curriculum. The acquisition of language itself, learning about, and learning through language, all reflect our multi-lingual community.

Language learning is a significant component of the educational experience of the school. All students through Grade 10 follow a language arts/literature program in English. In addition, programs in Norwegian and French language are followed in accordance with a set of guidelines drawn up by the Director and staff. High school language choices and options will depend on program requirements and student proficiency levels.

Language instruction in the school will be guided by language policy handbooks developed to meet the requirements of external curriculum agencies.

Approved: November 2002

Revised: May 2010/March 2011

Legal Ref.:

Cross Ref.: 6.502 English Language Support
6.503 Host Country Programs

6.7012 INDIVIDUAL AND DIFFERENTIATED INSTRUCTION

The Board encourages those programs, instructional arrangements and forms of class organisation which provide opportunities for each student attain the highest educational achievement possible for him/her as an individual using a wide variety of teaching materials and methods to cater to individual learning styles.

Approved: February 1994

Revised: November 2002/May 2010/March 2011

Legal Ref.:

Cross Ref.:

6.702 CLASS SIZE

The maximum number of students enrolled in a class is determined by the Director. He/she will base his/her decision on the type of class taught, the number of classrooms available and their physical size, and the safety of the students and adults.

In order to underscore that concern for children as individuals is inherent in the school's philosophy, the school will do everything possible to ensure a student/teacher ratio which is in the best interest of all concerned, taking into account not only educational but also financial considerations.

Parents and staff are expected to understand the complexities underlying class size; the needs of changing student population, the exigencies of a total school program and all the uncertainties inherent in the operation of a private, international school. Because of these complexities, class size may vary from one class to another at the discretion of the Director.

Approved: February 1994

Revised: November 2002/May 2010

Legal Ref.:

Cross Ref.:

6.80 INSTRUCTIONAL RESOURCES

6.801 INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION

Responsibility for the review, selection and recommendation to the Director of instructional materials and resources rests with the professional staff.

Instructional materials and resources shall be chosen with the aim of achieving the educational goals of the school, contributing towards continuity, co-ordination, and effectiveness of the curriculum and establishing a general framework for the particular course or instructional program. Although many points must be examined, the Board directs the staff to be particularly mindful of the following considerations:

1. The needs of all learners, including students with individual educational needs, must be given special attention.
2. In so far as possible, materials depicting a variety of cultural, social, political and environmental conditions should be selected. Attention should be given to sex roles depicted in the materials.
3. Instructional materials and resources should lead the student and teacher into a wide variety of other materials and educational opportunities.
4. Resources which deal with sensitive problems and issues, must present and encourage examination of more than one point of view.
5. Resources and materials are selected for several years' use and special attention shall also be given to their physical characteristics, durability, format and price.

Approved: February 1994

Revised: November 2002/May 2010/March 2011

LEGAL REF.:

CROSS REF.: 6.505 SERVICES FOR STUDENTS WITH INDIVIDUAL EDUCATIONAL NEEDS

6.802 SCHOOL LIBRARY

The aim of the library program is to serve both the recreational and curricular needs of the students and the curricular needs of professional staff.

The school library is organised and administered as an instructional and research centre providing comprehensive services relating to the use of all types of materials and research to enrich, enhance and support the programs of the school.

Approved: February 1994

Revised: November 2002/May 2010/March 2011

Legal Ref.:

Cross Ref.:

6.8021 LIBRARY MATERIALS SELECTION AND ADOPTION

The primary objectives of the school library are to implement, enrich and support the educational programs of the school.

Materials for the library will be selected by the librarian in consultation with the Director and Professional Staff. Students and parents may also be invited to submit suggestions.

All materials for the library will be selected on the basis of the following criteria:

1. Selection will consider the needs of the school, and will support and enhance the content of the curricula.
2. Consideration will be given to the needs of individual students and requests by parents and students.
3. Selection will provide a wide range of materials that are age appropriate, have several levels of difficulty, a diversity of appeal and will reflect the diverse cultures of the school.

Approved: February 1994

Revised: November 2002/May 2010/March 2011

Legal Ref.:

Cross Ref.: 8.502 COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL

MATERIALS

6.803 INFORMATION AND COMMUNICATION TECHNOLOGY SERVICES

The goal in providing these services is to promote educational excellence by facilitating resource sharing, innovation, and communication.

The International School of Bergen believes that the benefits to educators and students from access to the Internet and other communication technologies in the form of information resources and opportunities for collaboration far exceed any disadvantages of access.

Approved: January 1998

Revised: November 2002, May 2010

LEGAL REF.:

CROSS REF.: 7.403 DIGITAL TECHNOLOGY ACCEPTABLE USE

6.804 TEACHER ASSISTANTS

The Board may authorise the Director to employ teacher assistants to work under the general supervision of the teachers and other staff.

Approved: February 1994

Revised: May 2010

Legal Ref.:

Cross Ref.:

6.805 SCHOOL VOLUNTEERS

The school values parent volunteers and will from time to time make use of volunteers for special projects and events. Parents will not be assigned to a classroom in which their child is enrolled for projects other than those of a limited duration.

Approved: February 1994

Revised: November 2002

Legal Ref.:

Cross Ref.:

6.806 FIELD TRIPS AND EXCURSIONS

The Board encourages the use of the rich variety of resources and locations to be found within the local community to enhance the instructional program.

A field trip is defined as an educational activity that meets the following criteria:

1. It involves a specific class or classes.
2. It is intended for all students in the class(es).
3. It takes the class away from the classroom.
4. It has an identifiable educational objective.
5. It includes preparation of students for the activity and encourages them to evaluate the outcome (purpose) of the trip.

Such trips are encouraged so long as they do not seriously interfere with the educational routine of students who must remain in school.

An excursion is defined as a field trip that involves absence overnight. Parental permission is required for participation in field trips and excursions. Field trip and excursion arrangements and schedule must be approved by the Director in advance.

Provision will be made for proper supervision by school employees. Parents are permitted to assist in such supervision. Additional fees may be levied to cover the costs of field trips and excursions.

Approved: February 1994

Revised: November 2002/May 2010

Legal Ref.:

Cross Ref.:

6.807 HOMEWORK

The term "Homework" refers to an assignment to be prepared during a period of supervised study in or outside class.

The purpose of homework is to improve the learning processes, to aid in the mastery of skills, to prepare for upcoming studies, to create and stimulate interest, and to instil self-discipline on the part of the student.

Homework is a learning activity that should increase in complexity with the maturity of the student. With increased maturity, learning should become an independent activity. This should be established through consistent assignments which encourage students to investigate for themselves and to work independently as well as with others.

Teachers should make meaningful assignments. The purpose should always be clearly understood by both teacher and pupil. Homework assignments should be consistent in terms of the amount given each day so that a pattern of meaningful homework can be established. The information for any homework assignment should be clear and specific so that the student can complete the assignment independently.

Homework assignments should take into consideration the age, educational experience, and course of study being followed by the student, as well as health, ability, conditions at home, and educational resources at home.

There are many other learning activities in the life of a student besides homework. Participating in activities, pursuing cultural interests, participating in family living and exploring personal interest should be considered by teachers when planning consistent assignments. Homework is not to be used as a form of punishment under any circumstances.

Implementation of this policy will be the responsibility of both the school and the parent. Teachers will collect and give feedback on homework. Parents should assist by setting aside time and assuring that the assignment has been completed.

Approved: February 1994

Revised: November 2002/May 2010/March 2011

Legal Ref.:

Cross Ref.:

6.90 ACADEMIC ACHIEVEMENT

The philosophy of the school concerning academic achievement as well as children's social growth and development, is based on the premise that children have diverse capabilities and individual patterns of growth and learning.

Assessment is an integral part of the learning process. Clearly communicated assessment helps foster positive attitudes to learning and guides the growth of the learner. Informative and reflective assessment supports the school as a learning community and secures a balanced program.

Therefore, the Board feels it important that the staff has as much and as accurate a knowledge of each student as possible in order to assess needs, growth, and make instructional plans. Thus a sharing of information among parent, teacher and student is essential.

Assessment is diagnostic, formative and/or summative.

Approved: November 2002

Revised: May 2010/March 2011

LEGAL REF.: Forskrift til Opplæringslov

CROSS REF.: Upper School Curriculum Handbook

Lower School Curriculum Handbook

6.901 REPORTING AND CONFERENCES

The Board supports staff efforts in finding better ways to measure and report student progress. It will require that:

1. Parents will be informed regularly as to the progress their children are making in school.
2. Parents will be informed and conferred with as soon as possible when a child's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.

3. In so far as possible, distinctions will be made between a student's attitude and his academic performance.
4. When grades are given, the school staff will take particular care to explain the meaning of marks and symbols to parents.
5. Conferences will be held a minimum of twice annually or when either parent or teacher requests a special conference.

Reporting and conference procedures will be developed by the professional staff, which are designed to provide parents and students with guidance on how to progress as well as giving feedback.

Approved: February 1994

Revised: November 1996/November 2002/May 2010

LEGAL REF.: Forskrift til Opplæringslov

CROSS REF.:

6.902 GRADING SYSTEM

The Board recognises that any grading system, however carefully devised and applied, is subjective; but the Board urges all teachers to conduct student evaluations as objectively as possible and to be carried out in line with the requirements of the chosen curriculum design.

Approved: February 1994

Deleted: May 2010

Legal Ref.:

Cross Ref.:

6.903 PROMOTION AND RETENTION OF STUDENTS

The Board recognises the need for students to progress through school by demonstrating satisfactory completion of required work as preparation for the next higher grade. However, because of individual differences in all children, children may be placed at the grade level to which they are best adjusted academically, socially and emotionally. Grade level determination, placement, and promotion is the responsibility of the Director after consultation with relevant staff and parents.

Approved: February 1994

Revised: March 2011

LEGAL REF.:

CROSS REF.: 6.904 GRADUATION

6.904 GRADUATION

The School will comply with local regulations and those of outside curriculum agencies in regard to students graduating from upper and high school programs.

Approved: November 2002

Revised: May 2010/December 2010

Legal Ref.:

Cross Ref.:

6.11 TESTING PROGRAMS

Standardised achievement tests have a two-fold purpose. The first is to evaluate the quality of the school program; the second is to evaluate the progress, and therefore define the needs, of the individual student.

Achievement tests will be administered to students primarily to provide the staff with valuable and reliable data to indicate instructional needs of groups and individuals and to facilitate program planning.

Achievement test results of individual students will be released to parents in a conference.

No personality tests or inventories will be administered to any student without the express written consent of the child's parent or guardian. These tests, if approved or permitted by the parent, will be administered only by staff members, the Director, or a qualified person approved by the Director.

Approved: February 1994

Revised: November 2002

LEGAL REF.:

CROSS REF.: 6.503 HOST COUNTRY PROGRAMS

6.12 SPECIAL DAYS AND EVENTS

Commemoration of special days and events shall be arranged so that the observance of these occasions is a valuable part of the school program.

Special host country days and events should be commemorated in a manner that fosters appreciation for the values of a foreign heritage and that demonstrates our regards, as guest residents, for our host country's traditions.

Approved: February 1994

Legal Ref.:

Cross Ref.:

6.13 ISB DISTANCE LEARNING POLICY

in the Event of School Longterm Closure & Student Quarantine due to pandemic or other force majeure

Principle

The Board of ISB will ensure that in the event of long-term closure, ISB will provide appropriate Distance Learning for all students in an appropriate and safe environment in compliance with local laws and GDPR guidelines. This policy has been developed through the experiences of all International School of Bergen stakeholders during the Covid-19 pandemic 2020. The policy resulted from the review and modification of practice during this time and reflects the most effective methodology in place at the end of the Distance Learning period. The final methodology (practice) will be under continuous review and include feedback and modification from all stakeholders.

Policy

The International School of Bergen Distance Learning Policy outlines what all stakeholders should expect in the event of a long-term closure of the school and the implementation of Distance Learning. The definition of Distance Learning for these purposes is the provision of curriculum related learning via online means in an effective, appropriate, and safe manner. This document outlines the key principles of the school's goal to continue students' education even when the school is 'closed'. The aim is to maintain the most effective possible continuation of the curriculum with the least disruption to each child's education. This policy is in line with our accreditors best practice, and applicable local laws.

Practice

The agreements reached with, and expectations placed on students, staff and parents for each section of the school in the event of closure and need for Distance Learning are detailed in the Staff Handbook. The practice will include consideration of individual student needs and communication with stakeholders. The policy retains flexibility to alter procedures in line with any new developments, taking into consideration key guidance from relevant National and International bodies. Amendments made in response to significant developments leading to changes in operational procedures, at any given time are the responsibility of the Director and the Senior Management Team who will respond to such situations without further recourse to the board.

Move everything below to Staff Handbook-

Purpose and Aim

The International School of Bergen Distance Learning Policy outlines what all stakeholders should expect in the event of a long-term closure of the school and the implementation of Distance Learning. The definition of Distance Learning for these purposes is; The provision of curriculum related learning via online means. This document outlines the key principles of the school's goal to continue students' education even when the school is 'closed'.

The means by which this will be achieved:

The agreements reached with, and expectations placed on students, staff and parents for each section of the school in the event of closure and need for Distance

Learning being understood and followed

Key guidance in creating the policy and review.

The consideration of individual needs and communication with stakeholders.

The flexibility to alter procedures in line with any new developments, taking into consideration key guidance from relevant National and International bodies.

Origins

This policy has been developed through the experiences of all International School of Bergen stakeholders during the Covid-19 pandemic 2020. The policy resulted from the review and modification of practice during this time and reflects the most effective methodology in place at the end of the Distance Learning period. The final methodology emerged over time following continuous review, feedback and modification from all stakeholders.

PLATFORMS AND TOOLS

ISB facilitates its Distance Learning via the school's learning platforms: Seesaw in Lower School and Managebac in Upper School. In addition, synchronous classes may be organised via Zoom or Google Meet. YouTube is used extensively to facilitate materials. In Upper School, PHE will also be supplemented with the Strava app.

Lower School: Seesaw; Distance Learning Agreements for Grades 1-5

Activities will be posted on a daily basis (Monday to Friday, excluding holidays).

Homeroom teachers will post 2-3 activities (e.g., 1 LA, 1 math)

Specialist teachers will post 1 activity per day for a class (e.g. gr 1 on a Monday, gr 2 on a Tuesday, etc) -- This applies to Norwegian, PE, Performing Arts and Visual Arts

The principal will post one activity or shared reading etc per day/every second day per class (e.g. general reflections, school community messaging, activities for students, etc).

There will be work set for each day, but the long-distance learning setup will be flexible. E.g. a teacher gives students a few days to do a research-based task, or read a longer passage one day, answer comprehension questions the next, etc.

Teachers may also send home hard copies of sheets/exercise books for students to work with.

There will be 1-2 activities set for Norwegian, depending on the nature of the task and the time taken to complete it.

Teachers will provide feedback on work submitted by students.

This can be an acknowledgement that the child has completed the task, and teachers will also aim to provide detailed feedback with positive/constructive input on a regular basis for students/parents.

Other notes:

Teachers will provide for differentiation whenever possible.

Teachers will be available during working hours via email to students/parents who may have questions or need support.

Each morning Teachers will post either a video, voice recording or on some occasions set up a Zoom meeting to brief their students on the activities set for the day.

Teachers will aim to achieve a balance between tasks the students can do independently

and activities that may require some support from parents. There will be a balance between online activities and tasks that require students to write in exercise journals. These will be provided.

Students in grades 1-5 are encouraged to complete the tasks set. If students are not accessing/completing work and parents haven't arranged anything with the teacher, the principal will contact the family to determine if any additional support is needed.

A Home Learning Essentials Pack will be provided for each student. This will contain some exercise books and other materials that are identified as necessary for independent work.

In the event that a class teacher is ill and unable to provide the necessary support, parents will be notified and the number of daily activities will be reduced. Specialist teachers and the Lower School principal will continue to set activities during this time.

When there is a need for an online lesson, teachers will invite students to a meeting via Zoom. These meetings may be whole class instruction or smaller groups to target a specific learning objective.

Homeroom teachers will endeavour to schedule one Zoom meeting a week for students to connect with each other and support their psychosocial environment.

If Hybrid schooling is implemented for a period, teachers will set regular activities through the Seesaw journal however they will not be available to answer emails during the school day as they will be teaching students. Work completed on Seesaw will be approved and feedback given when the teacher is able to view it.

Guidance for Parents:

The school is required by the national government to provide distance learning for students as appropriate during times of school closures.

The school appreciates that each family's situation is different, and that students may be completing activities at different rates and levels.

Parents have flexibility in determining how their children do the tasks. E.g. focusing on specific subjects only, working on some days and not others, etc.

Families can contact teachers and/or the principal with questions and requests for support.

Upper School: Managebac; Distance Learning Agreements for Grades 6-10

All Grades will follow Units via the Managebac platform.

Units will be modified to allow students to access learning with reduced teacher support. We must avoid overloading students.

Staff will provide clear and simple task support material

Distance Learning is by nature slower and so expectations of workload will be suitably adjusted to reflect this.

Homeroom teachers should arrange regular video homerooms in order to support students and to gather feedback on how individuals are coping with the situation

Teachers will be available & contactable during scheduled lesson times to enable students to gain clarification on tasks if needs be.

Students are able to schedule their work around their personal circumstances in the knowledge of when staff are available.

Staff are encouraged to organise synchronised lessons periodically. (NB This is not expected for all classes as this is regarded as ineffective) Students will be informed via Managebac that these sessions are compulsory to attend via a video platform when they occur, by their subject teacher.

Staff are expected to answer questions during scheduled class times only and should also give timely feedback on assignments. Any deviation from this practice is at the teachers discretion or in response to the teacher's personal needs.

Differentiation will take place for all students regardless of the Distance Learning situation.

Staff will not post new tasks during lesson time. This will be done with fair warning and preparation time for students.

Staff may introduce other tools to aid distance learning at their own discretion after seeking agreement from their principal.

Staff will routinely share best practice and new methodologies with their colleagues.

An overview of tasks will be provided via a Google Docs calendar. Staff will aim to arrive at a reasonable spread of deadlines via the process

Staff will monitor student engagement closely in Distance Learning. As an attendance register is difficult under these circumstances to maintain this will be done primarily through monitoring the quality of formative and summative assignments to ascertain the level of effort a student may have put into the work and through attendance for synchronised

classes and Homerooms.

Staff will register their concerns regarding individual students with the US Principal via the designated Google Doc Lockdown Students of Concern.

The US Principal and the IENS Team, in consultation with staff in Pastoral meetings, will decide upon individual responses to students struggling with distance learning following the feedback from staff and/or parents and/or the student themselves.

If necessary, Drop-In Sessions will be organised if circumstances allow, for struggling students to physically attend school for a short period to gain individual support for their particular needs be it related to curriculum, organisation or emotional well being.

Staff will be mindful of the individual circumstances of students and families as much as possible. Relevant information will be shared as appropriate from HR teachers or from Admin or the Counsellor.

When assessing work, students' personal circumstances may need to be considered along with the challenges of Distance Learning itself when arriving at fair grades.

Training will be provided if necessary for staff and students in relation to the technology being used for Distance Learning.

In the event of a period of quarantine for only a part of a grade, it will be necessary to implement 'hybrid learning', whereby those students who are in quarantine have an entitlement to distance learning yet the teacher will have the remainder of the class physically in the classroom with them. These situations are particularly challenging and it isn't possible to provide a full distance learning experience under these circumstances for those at home. ISB will strive at all times to provide the best possible solutions to such situations using video platforms and other means. Teacher's have the flexibility to meet these requirements in the most effective means for themselves and for the student.

Distance Learning Agreements for the ECC

All activities set for children in the ECC are optional.

The distance learning platform used for the ECC will be Seesaw.

For all classes in the ECC the teachers will

Make contact with the parents: call/email/Zoom call (to be determined by the class teacher)

Will encourage activities without the need for the screen

In collaboration with the class teachers the assistants will contribute to keeping in touch with the families.

Preschool 1&2

Teachers will post an "Idea Bank" at the beginning of the week (an assortment list of "ideas" for activities or goals for the week aimed at all levels of development) for parents to do at their own pace with their child.

Head of ECC will post one activity or shared reading once a week (more general reflections, school community, keeping in touch with our students and families).

Preschool 3&4

Teachers will post an "Idea Bank" at the beginning of the week (an assortment list of "ideas" for activities or goals for the week aimed at all levels of development) for parents to do at their own pace with their child.

Arrange a day and time each week to hold a "Circle Time" on Zoom with the class. It is optional for the children to join.

Teachers will post a video of themselves once a week asking the children questions/showing them something to create discussion/engage them in one of the activities from the activity bank.

Head of ECC will post one activity or shared reading once a week (more general reflections, school community, keeping in touch with our students and families).

Kindergarten

Activities will be posted on a daily basis (Monday to Friday, excluding holidays). Class teacher will post 5 daily activities (1 math, 1 language/phonics, 1 life skills, 1 PE, 1 UOI). Teachers will provide feedback/general comment on work submitted by students.

Arrange a day and time each week to hold a "Circle Time" on Zoom with the class. It is optional for the children to join.

Head of ECC will post one activity or shared reading etc once a week (more general reflections, school community, keeping in touch with our students and families).

GENERAL PRINCIPLES

If circumstances require Distance Learning to be implemented, ISB commits to doing so following the practice as stated. However, ISB also commits to continually reviewing that practice in relation to the specific circumstances of the school closure whatever that might be.

We encourage feedback from all stakeholders at any time. We recognise that students may need a variety of ways in which to be able to share their thoughts comfortably and these will be facilitated. ISB commits to responding to feedback by amending its practice should this be deemed appropriate.

Consideration of Individual Needs

Individual needs at the time of school closure are of the utmost importance and ISB commits to meeting these needs where appropriate and possible for all stakeholders.

ISB will follow the guidelines as laid down by the relevant bodies responsible for the school closure, in relation to individual needs during the closure period. For example if vulnerable groups are identified, for whom work or learning is not possible during school closure, or if staff have personal circumstances that demand a modification to what is expected of them individually during Distance Learning.

Students, parents or staff must make their particular circumstances known to the administration and an appropriate mutual agreement will be reached.

Families who travel against advice and incur quarantine as a result.

Some families may choose to travel overseas for personal reasons over school holidays, against advice from the National Government. Such travel may incur a period of quarantine on return to Norway. If this is the case students will not be entitled to full distance learning. They will however be able to access activities on Managebac or Seesaw that have been set but cannot expect support in the same way as distance learning. Students incurring a period of quarantine under such circumstance will be marked as unauthorised absent.

Communication with Stakeholders

In the event of school closure information will be shared with stakeholders in a variety of ways. These include

All Stakeholders

Regular newsletter with specific closure info such as the recent Covid-19 Newsletter. This will include links to Government or other organisation websites as appropriate.

Students

Upper school subject staff will post info on classes and Units via Managebac

Staff are available via email at the specific lesson times or as otherwise informed

The US Principal will post regular bulletins on Managebac

The US Principal will meet classes periodically via Google Meet

Upper School homeroom teachers will meet their HR regularly via Google Meet

Upper school students can give feedback at any time and periodically events will be set up for them to do so.

Lower school teachers and the principal will communicate information via Seesaw.

Parents

Specific Closure Newsletter (as above)

Managebac Bulletins from US Principal

Seesaw and email communication from LS Principal

Emails to all parents or to individuals.

Staff

Staff meetings will be maintained via a video platform although the regular scheduled times may need to be altered.

Specific Closure Newsletter

Email

 Approved:

Legal Ref.:

Cross Ref.:

7.0 THE STUDENTS

7.10 RESPONSIVE AND FAIR EDUCATIONAL OPPORTUNITIES

It is the policy of the Board of Trustees that no person in this school shall, on the basis of race, colour, creed, religion, sex, or national origin be denied the benefits of, or be subject to discrimination in, any educational program or activity. The School Director shall investigate any complaints which may be brought against the school in regard to any alleged discriminatory action.

Approved: April 2003

LEGAL REF.:

CROSS REF.: 1.206 NON-DISCRIMINATION

7.101 STUDENT INVOLVEMENT IN DECISION MAKING

The Director may consider student opinions when preparing policies for the Board's consideration, particularly those in the area of student privileges and other areas of special importance to students. The administration shall set up channels of communication with students through which the students may voice their views e.g. Student Councils and the Environment Committee. From time to time, students will also be surveyed regarding certain aspects of the School.

Approved: March 1984

Revised: January 1997/December 2005/May 2011

LEGAL REF.:

CROSS REF.: 1.205 STUDENT INVOLVEMENT IN DECISION-MAKING

7.20 ADMISSION, ENTRANCE AGE AND PLACEMENT

7.201 ADMISSION

The school wishes to accept all qualified applicants and shall make every effort to provide the facilities needed for expected enrolment.

Admission shall be based on data submitted as required by the Director, in consultation with the professional staff, to determine:

1. the potential of the applicant to benefit from the educational services available, and
2. the capacity of the school to meet the educational needs of the applicant.

In Grades One through Ten, the School has limited resources to cater for students with severe physical, learning, cognitive, conduct and social needs.

Students enrolled in Preschool through Grade 9 as of the end of the previous school year who are able to meet the Board's tuition requirements, shall automatically be enrolled for the following year.

Entry priority for new students in the Pre-school and Kindergarten program will be given to:

1. children of internationally mobile families
 - a) company-sponsored students
 - b) other internationally mobile students
2. siblings of previously enrolled students
3. those children whose language background, sex and age best meet the needs of the group as a whole.
4. students wishing to enrol on a five-day basis.

Admissions to the Pre-School and Kindergarten program follow the regulations determined by *Bergen bystyre*.

Entry priority for new students in Grades One through Ten will be given to:

1. children of internationally mobile families

- a) company-sponsored students
- b) other internationally mobile students
2. siblings of previously-enrolled students
3. those children whose language background, sex and age best meet the needs of the group as a whole

Approved: March 1984

Revised: January 1997, December 2002, May 2011, May 2023

LEGAL REF.: Opplæringslov /Lov om Barnehager

CROSS REF.: 5.2084 TUITION OF CHILDREN OF EMPLOYEES

High school Admission Regulations

Early Childhood Admission Regulations

7.2011 DISCONTINUATION OF ENROLMENT AND REFUSAL OR 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 information critical to the process 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 behaviour disabilities, 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.

Approved: June 2017

Legal Ref.:

Cross Ref.:

7.202 ENTRANCE AGE AND PLACEMENT

ISB Pre-school group is designed for 1-5 year olds. Pre-school students must have reached 12 months of age prior to their first school day at ISB.

To be enrolled in the Kindergarten program at the International School of Bergen, students must have reached their fifth birthday by December 31st of that school year. Students entering first grade must be six years of age by December 31st of the year they enter, and so on.

The International School of Bergen accepts the placement recommendations of other schools with a U.S./U.K. or accredited international school curriculum.

Approved: March 1984

Revised: January 1997/April 2003/May 2011/February 2021

Legal Ref.:

Cross Ref.:

7.30 STUDENT ABSENCE AND EXCUSES

Regular attendance is important for the student to obtain maximum benefit from the educational program. A daily record of attendance shall be maintained by the class teacher. In the case of students in Grades Eight through Ten, local regulations require that attendance is recorded on the report card/transcript.

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 of up to three school days can be given by the class teacher. Approval of absences of more than three days 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.

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 the student will miss.

Unplanned absences occur when a student arrives more than 15 minutes late for a lesson or is unable to take part in a lesson because they have come unprepared and without the necessary materials (e.g. forgotten PE kit). Unplanned absences also occur when a student is away ill for short or long periods and is unable to complete work or make up work missed. When a student returns from a period of illness they should have a written explanation from their parents. When a student is absent from school because of illness, the parents should contact the school office.

Approved: March 1984

Revised: January 1997/April 2003/May 2011

LEGAL REF.: [Opplæringsloven](#)

CROSS REF.:

7.40 STUDENTS RIGHTS AND RESPONSIBILITIES

7.401 STUDENT DUE PROCESS RIGHTS

Each student in the school has the right to:

1. Be secure and safe in his/her person and property and refuse to tolerate bullying in any form,
2. Be treated with respect, courtesy and consideration by every student, teacher, administrator and adult in the school,
3. Know what the standards of student behavior are,
4. Benefit from and be recognized for his/her own efforts,
5. Be heard before any sanctions are imposed and appeal decisions of teachers and the Director in a known, specific and orderly way,
6. Undertake and participate actively in, with proper assistance and guidance, those classes, courses, programs and activities which have the most potential for her/him,
7. Have the space, materials and equipment s/he needs for his work and work preparation,
8. Participate, increasingly so in the upper and high schools, in the development and improvement of the rules and standards of student behaviour in school.

The Board believes that the subject of conduct, behaviour, rights and responsibilities should be a cooperative effort between staff, students and parents.

Approved: March 1984

Revised: March 2003/May 2011

LEGAL REF.:

CROSS REF.: 1.205 STUDENT INVOLVEMENT IN DECISION-MAKING

 1.201 OBJECTIVES

 5.201 EMPLOYEE ETHICS

 6.10 INSTRUCTIONAL GOALS AND OBJECTIVES

 7.401 STUDENT DUE PROCESS RIGHTS

 7.503 STUDENT APPEAL PROCEDURE

7.402 STUDENT RESPONSIBILITIES

Each student is responsible for providing a positive and healthy environment for others by maintaining order, self-discipline and having consideration for the rights and property of others.

Each student is responsible for his or her own conduct.

Each student is responsible for neatness, cleanliness of personal attire and hygiene.

Each student will respect other students, teachers, administrators, other school personnel and visitors as fellow citizens of the school community.

Each student will refrain from fighting, creating disturbance, denying others the use of school facilities or buildings, using or carrying a weapon or flammable materials on school grounds, intentionally injuring another person or acting in such a manner as to expose others to risk or danger of harm or injury. A student will not use threats or intimidation against any other person or participate in any form of bullying.

Each student will respect the health and safety of others and will refrain from using, possessing, transmitting, or being under the influence of any alcoholic beverage, tobacco, narcotic substance, prohibited drug or substance. They will also refrain from engaging in gambling, extortion, theft, assault, excessive noise, unlawful activity.

Each student will respect the educational process and learning environment of others by refraining from intentional or habitual tardiness, unexcused absences, or any activities which diminish the rights of others and the ability for other students to receive and obtain maximum benefit from educational opportunities provided by the school.

Annually, at the Annual General Assembly, the Board will present, for the approval of the school community, the Student Code of Conduct and Classroom Covenant, which will subsequently be incorporated into school handbooks and web site.

Approved: November 1984

Revised: April 2003/May 2011

LEGAL REF.: [Opplæringsloven](#)

CROSS REF.: 7.101 STUDENT INVOLVEMENT IN DECISION MAKING

ISB Code of Conduct and Classroom Covenant

7.403 DIGITAL TECHNOLOGY ACCEPTABLE USE POLICY

The International School Bergen (ISB) is committed to delivering a high-quality education in line with current best practices in the integration of technology. The ISB Board's goal is to provide students with the understanding, tools, and skill set needed to use technology in ways appropriate to their education and learning as deemed by the school.

The benefits to educators and students from access to the Internet in the form of information resources and opportunities for collaboration, far exceed any disadvantages of access. Each person has basic rights and responsibilities when using technology.

Unacceptable uses of Information Technology while on the ISB campus or accessed through ISB facilities can result in the suspensions or revoking of privileges. More serious offences can result in suspension from the school.

Approved: January 1998

Revised: October 2003/August 2005/May 2011/January 2022

LEGAL REF.:

CROSS REF.:

7.404 ACADEMIC HONESTY

Academic Honesty is at the heart of assessment and extends to general learning behaviors that students develop and teachers model. Departures from Academic Honesty are defined as malpractice. In the high school, malpractice can lead to losing an IB diploma.

Malpractice is defined as:

1. *Plagiarism* The representation of ideas or works of another without reference or credit. Many students believe that because something is on the internet or in the public domain that this information can be taken without acknowledgement. All ideas, works, pictures, maps, diagrams, illustrations, data, conclusions, interpretations etc., not created by themselves but taken from another source (book, TV, Internet, etc...) must be quoted and referenced.
2. *Collusion* This means working with other students to present work as their own. Students are expected to general work independently and produce work in their own words. Cooperation is encouraged but collusion is not. It is acceptable for two students to write essays on the same topic, but each work must be different.
3. *Cheating* Defined as academic misconduct during exams-copying another student's work, taking notes (either electronic or paper) into an exam, or attempting to communicate with other students during exams, as well as any other malpractice defined in the IB published exam rules.
4. *Lack of responsibility* Attending classes regularly and fulfilling CAS expectations (in the IB Diploma program) are also aspects of Academic Honesty as this affects a student's obligations to their education, parents, and teachers.

ISB is responsible to ensure that students are informed on the expectations and meaning of Academic Honesty. Teachers are responsible to check work handed in for plagiarism and collusion as well as reinforce and advise on Academic Honesty techniques. Students are responsible to insure sources are acknowledged and all work is their own.

Approved: May 2011

Legal Ref.:

Cross Ref.:

7.50 STUDENT SANCTIONS

Students whose behaviour violates the code of student conduct may, at the discretion of the Director, be subject to sanctioning actions. These actions may include loss of privileges or, in serious or repeated cases, suspension. Before the Director makes a decision in regard to an appropriate response to violations of the code of student conduct, the student will be given the opportunity to explain his/her actions.

Approved: January 2005

Revised: May 2011

CROSS REF.: 7.401 STUDENT DUE PROCESS RIGHTS

 7.402 STUDENT RESPONSIBILITIES

 7.403 DIGITAL TECHNOLOGY ACCEPTABLE USE

 7.502 STUDENT SUSPENSION

 7.503 STUDENT APPEAL PROCEDURE

LEGAL REF.: [Opplæringsloven](#)

[Barnehageloven](#)

7.50–R Student Sanctions and Consequences

7.501 CORPORAL PUNISHMENT

Corporal punishment shall not be used under any circumstances.

Approved: March 1984

Legal Ref.:

Cross Ref.:

7.502 STUDENT SUSPENSION

Students whose behaviour violates the code of student conduct may, at the discretion of the Director, be suspended from school for the remainder of the day in Grades One through Seven and for up to three days in Grades Eight through Ten. High school students may be suspended for up to five school days. Suspension of a student will only be considered in cases where there has been a serious breach of the code of student conduct or repeated breaches. During the consideration phase, the Director is required to meet with the parent(s) of the student(s) involved to seek their input and cooperation, and to determine if alternative sanctions would be more constructive. If suspension is implemented, the student's parents must be notified, in writing, of the reasons for the suspension. A conference between the Director, the student, and the suspended student's parents must be held prior to the re-admission of the suspended student.

Approved: March 1984

Revised: January 1997/April 2003/January 2005/May 2008/May 2011

LEGAL REF.: [Opplæringsloven](#)

Forvaltningsloven

CROSS REF.: 7.50 STUDENT SANCTIONS

7.503 STUDENT APPEAL PROCEDURE

The appeal procedure shall be as follows:

1. Decisions made by teachers or other staff members may be appealed to the respective Principal.
2. Decisions made by a Principal may be appealed to the Director.
3. 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.

A hearing to appeal a decision made by the Director will be conducted in the following manner:

1. A student and his/her parent(s) may request in writing that the Director arrange a hearing before the Board of Trustees. This shall be done within 5 working days from the day the decision is communicated to the student/parent(s).
2. The appellants will be notified in writing of the time, date and place of the hearing.
3. The Chairman of the Board shall moderate the proceedings.
4. The hearing shall be in a closed session of an Executive Board meeting, unless all parties agree to an open session.
5. The Director will present his/her findings at the hearing. Copies of any relevant documents shall be supplied in advance.
6. The appellant is responsible for presenting his/her case at the hearing. Copies of any relevant documents shall be supplied in advance.
7. The Executive Board shall meet in a closed session to evaluate the case and arrive at a decision.
8. All parties will be notified in writing of the final decision within 5 days of the date of the hearing.
9. The Executive Board is responsible for keeping a record of the hearing.

In cases where a student suspension is being appealed, appeals will be conducted in accordance with *Forvaltningsloven* and further appeal can be made to *Fylkesmannen i Hordaland*.

Approved: March 1984

Revised: January 1997/April 2003/January 2005/May 2011

Legal Ref.:

Cross Ref.: Guidelines for dealing with conflicts, October 2009

Communication Guidelines

7.504 FINES AND CHARGES

The Director may authorise the levying of fines or charges for non-returned, lost or irreparably-damaged books and materials, not to exceed the cost of the item lost or damaged.

Non-refundable deposits may be charged for locker keys or other items loaned into a student's safe-keeping.

Approved: April 2003

Revised: May 2011

Legal Ref.:

Cross Ref.:

7.505 Students Leaving School Grounds

Students may not leave the school grounds during the course of the school day unless accompanied by a parent or guardian or unless they have the written permission of their parents and a member of the professional staff. This policy does not apply to Grade 10 students.

Approved: April 2003

Revised: May 2011 / November 2022

Legal Ref.:

Cross Ref.:

7.60 STUDENT SERVICES

7.601 STUDENT WELFARE AND SAFETY

The safety of students shall be ensured through close supervision of students in all school buildings and all school grounds including whilst on school excursions with special attention given to the following:

1. Maintaining a safe environment,
2. Safe practices on the part of the school personnel and students, particularly in those areas of instruction or extracurricular activities which offer special hazards,
3. Safety education for students as related to particular subjects, such as laboratory courses in sciences, health and physical education and traffic rules such as cross-walks, traffic lights etc,
4. Prompt and competent first-aid care for children in case of accident or sudden illness.

The Director shall develop safety regulations and routines pertinent to these points, as well as other situations in which student safety requires special supervision and protection by the school.

Approved: November 1984

Revised: April 2003/May 2011

LEGAL REF.:

CROSS REF.: Medical guidelines & excursion/school trips staff guidelines

7.602 Student Health Services

Health Records

Health records shall be maintained and kept by the dental and medical authorities. Emergency Medical Information forms must be completed by the parents as part of a student's enrolment requirements. These forms will be kept in the student's cumulative file for use in emergency situations.

Medication Guidelines

Students may need to be administered medication during the course of the school day either on a long or short term basis. The Director will provide guidelines for staff and parents on the medication of students, on staff training on administering medication, and how the medication is stored.

Physical Examinations

Physical examinations are required by the Norwegian authorities. These will be carried out in accordance with arrangements made by the local medical authority.

Dental Health

Dental examination will take place on a regular basis by the local dental authority.

Illness/Accidents

Parents of students showing symptoms of a communicable disease, an infectious condition or illness or disability of a serious nature will automatically be contacted immediately. The school reserves the right to require students who show symptoms of communicable or infectious diseases to stay at home until the period of contagion has passed.

In the case of accident, students will be taken to the emergency clinic (legevakt) or a private clinic if this has been requested by parents on the emergency medical information form.

Approved: March 1984
Revised: January 1997/April 2003/May 2011

Legal ref.:
Cross ref: medical guidelines

7.603 CHILD PROTECTION

This policy addresses the following key components (and related procedures) in connection with child and youth protection:

PRINCIPLE

The Board of ISB will ensure that Child Protection is central to all its activities and that of the School. This policy outlined below, is in line with our accreditors best practice, and applicable local laws.

*Current procedural arrangements are outlined in the policy document below. Amendments to these arrangements in response to significant developments, leading to changes in operational procedures, at any given time are the responsibility of the Director and the Senior Leadership Team who will respond to such situations without further recourse to the board.

Purpose of Policy

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. In this policy, a 'child' means all children and young persons below the age of 18 years.

In accordance with relevant law and guidance, as set out below in the third section, this policy details our procedures for child protection. It is applicable to the whole school community. Child protection and promoting the welfare of children is everyone's responsibility, whether they work or volunteer in the school. Everyone has a role to play in child protection.

All staff and volunteers will ensure that their approach and actions are child-centred. This means that they will consider, at all times, what is in the best interests of the child. Due to day-to-day contact with students, school staff and volunteers are well placed to observe signs of harm, abuse, neglect, peer on peer sexual violence and sexual harassment, victimisation and/or exploitation.

The International School of Bergen ensures that arrangements are in place to protect and promote the welfare of students by:

1. Creating and maintaining an environment where all students feel secure and that they are encouraged to communicate, and are listened to.
2. Making sure that all students know which adults in the school they can approach if they

have any worries. We do this by (e.g. having posters on the school site so that contact details are always at hand)

3. Teaching students to keep themselves safe from all forms of abuse including: child sexual exploitation, female genital mutilation, forced marriage, extremism, radicalisation, and peer on peer abuse including sexual violence and sexual harassment.
4. Appointing appropriate members of staff to the role of Child Protection Officer.
5. Providing effective, relevant and ongoing training and development for all staff and Trustees. We do this through the ECIS online course: ECIS Level 2 Certificate in Child Protection. Other training is accessed via CIS and their ongoing training programme. ISB will always look for the latest and most effective courses for all stakeholders both locally and internationally.
6. Swiftly and effectively addressing any concerns and ensuring robust, timely referrals are made to relevant agencies. Ensuring effective links with agencies in all matters regarding child protection and child protection.
7. Reviewing and supporting students who are subject to child protection plans and contributing to the implementation of the plan. This is led by the CPO and the CP Team.
8. Keeping detailed written records of concerns about students, even where there is no need to refer the matter immediately (this includes recording dates, times, people responsible, and actions), and ensuring all records are kept securely and shared appropriately.
9. Ensuring the suitability of all staff through safe recruitment practice and maintaining an accurate and up to date log of Police Background checks for all staff volunteers and ASA (After School Activities) providers. This log is currently held by the ISB Office.
10. Making sure that all school staff and volunteers understand their responsibilities with regard to child protection.
11. Ensuring that parents and carers also have an understanding of the responsibility placed on the school and its staff for child protection.
12. Maintaining awareness of those students who are persistently absent or missing from school.

13. Maintaining clear procedures in line with the latest guidance for reporting allegations against staff members.

The International School of Bergen furthermore, recognises that:

1. Some students are at increased risk of abuse.
2. Some students face additional barriers with respect to recognising or disclosing abuse.
3. The school is committed to recognising diversity and ensures anti-discriminatory practices. We ensure that all students have the same protection.
4. There is an increased awareness of students who:
 - a) Have special educational needs (SEN) or disabilities.
 - b) May experience discrimination due to their race, ethnicity, religion, gender identification, or sexuality.
 - c) Are at risk of FGM (Female Genital Mutilation), sexual exploitation, forced marriage, or radicalisation.
 - d) Are refugees.
 - e) Have English as an additional language.
 - f) Are known to be living in difficult situations e.g. where there are issues at home, such as: substance abuse/misuse or domestic violence or where a family member has mental health needs.
 - g) Are at risk due to either their own or a family member's mental health needs.
 - h) Are within the care system and are looked after or previously looked after children i.e. in foster care or children's homes.

2. Child Protection

The International School of Bergen recognises that Child Protection covers a broad range of areas and it aims to achieve the following:

1. Protecting children from maltreatment.
2. Preventing impairment of children's health and/or development.
3. Ensuring children are growing up in circumstances consistent with the provision of safe and effective care.
4. Undertaking that role so as to enable children to have optimum life chances, so they can enter adulthood successfully.
5. As part of meeting a child's needs:
 - a) Recognising the importance of information sharing between professionals and other agencies as vital in identifying and tackling all forms of child abuse, including the prevention of child sexual exploitation, trafficking, female genital mutilation, forced marriage, and radicalisation.
 - b) Ensuring any fears about sharing information will not be allowed to stand in the way of protecting the safety and welfare of any child.
 - c) Identifying students who may be suffering from significant harm and make child protection referrals.
 - d) Identifying students who need extra help and make appropriate referrals, including to early help service, to prevent concerns escalating.

The International School of Bergen also understands the importance of contextual child protection, i.e. that incidents or behaviours can be associated with factors outside the school and can occur between children outside of school.

All staff should be considering the context within which such incidents and behaviours occur. This is known as contextual child protection and simply means that assessments should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

3. Legislation and Guidance

Child Protection in the Local Context:

Skolens handlingsplikt etter § 9a-3 annet ledd v

§ 9a-3 annet ledd, regulerer skolens handlingsplikt dersom en ansatt ved skolen får kunnskap om eller mistenker at en elev utsettes for krenkende ord eller handlinger.

Annet ledd lyder:

- a) Dersom nokon som er tilsett ved skolen, får kunnskap eller mistanke om at ein elev blir utsett for krenkjande ord eller handlingar som mobbing, diskriminering, vald eller rasisme, skal vedkommande snarast undersøkje saka og varsle skoleleiinga, og dersom det er nødvendig og mogleg, sjølv gripe direkte inn.
- b) Det er her fastsatt at alle som er ansatt ved skolen har en handlingsplikt som består av:
 - i. plikt til å gjøre undersøkelser
 - ii. plikt til å varsle rector
 - iii. plikt til å gripe inn

(i)

Opplæringsloven §15-3

- a) Tilsette i skolen skal i arbeidet sitt vere merksame på forhold som kan føre til tiltak frå barneverntenesta.
- b) Tilsette i skolen skal utan hinder av teieplikta melde frå til barneverntenesta utan ugrunna opphald

- c) når det er grunn til å tru at eit barn blir eller vil bli mishandla, utsett for alvorlege manglar ved den daglege omsorga eller anna alvorleg omsorgssvikt,
- d) når det er grunn til å tru at eit barn har ein livstruande eller annan alvorleg sjukdom eller skade og ikkje kjem til undersøking eller behandling, eller at eit barn med nedsett funksjonsevne eller eit spesielt hjelpetrengande barn ikkje får dekt sitt særlege behov for behandling eller opplæring,
- e) når eit barn viser alvorlege åtferdsvanskar i form av alvorleg eller gjentatt kriminalitet, misbruk av rusmiddel eller ei anna form for utprega normlaus åtferd,
- f) når det er grunn til å tru at eit barn blir eller vil bli utnytta til menneskehandel.

Alle som utfører teneste eller arbeid etter denne lova, pliktar også å gi opplysningar etter pålegg i samsvar med Barnevernloven § 6-4.

Local agencies:

- Barnevernet <https://www.bufdir.no/Barnevern/>
- Barnevakten <https://www.barnevakten.no/>
- Health Resources: <http://heslekomeptanse.no>

(ii) (iii)

Act relating to Kindergarten

§ 22. Duty to provide information to the child welfare service

- a) Everyone who performs service or work in accordance with this Act must, in his work, be aware of conditions that may lead to measures from the child welfare service.
- b) Anyone who performs service or work in accordance with this Act shall, without prejudice to the duty of confidentiality, report to the child welfare service without undue delay.
 - i. When there is reason to believe that a child is or will be abused exposed to serious deficiencies in daily care or other serious neglect
 - ii. When there is reason to believe that a child has a life-threatening or other serious illness or injury and does not come for examination or treatment, or that a child with a disability or a child in special need does not have his or her

- special needs for treatment or education covered,
- iii. When there is reason to believe that a child is or will be exploited for human trafficking.

Anyone who performs service or work in accordance with this Act is also obliged to provide information by order in accordance with the Child Welfare Act § 6-4.

Amended by Act 20 April 2018 no5 (i.e. 1 July 2018 according to res. 8 June 2018 no. 839)

(iv)

(i) (ii) Opplæringsloven

(iii) "Kommunen er ansvarlig for å utføre de oppgaver etter loven som ikke er lagt til et statlig organ" §2-1 Ansvarsfordeling og administrasjon (Barnevernloven)

(iv) Barnehagen Act

4. Related policies

Child protection involves more than the contributions made simply to child protection in relation to individual young people. It also encompasses issues such as staff conduct, health and safety, bullying, online safety, arrangements for meeting medical needs, providing first aid and/or intimate care, drugs and substance misuse, positive behaviour management, and the use of physical intervention and restraint.

This document must therefore be read, used, and applied alongside the school policies and procedures referred to below:

1. Police check, qualification verification, and personal reference checks for all staff and CP form for volunteers.

2. The staff recruitment and selection processes.
 - a) 5.201 Employee ethics
 - b) 5.2020 Child Abuse reporting
 - c) 5.2012 Prerequisites for employment
 - d) 8.501 Complaints about school personnel

3. The guidelines for visitors. Policy Handbook 8.80 Visitors to the school
4. Academic Honesty Policy 7.404

5. ICT Acceptable Use Agreement 7.403 Digital Technology acceptable use policy

6. The Behaviour and Anti-bullying policy.

7. Code of Conduct Chapter 4 ISB handbook
 - a) Student Due Process rights
 - b) Student Sanctions
 - c) 7.502 Student Suspension
 - d) 7.601 Student Welfare and Safety
 - e) 7.602 Student Health and Services

8. Personnel Health and Safety Policy

9. The Field trips policy.

10. The Whistleblowing procedure

11. The After School Activity Policy

Appendix A Signs and Symptoms of Physical/Emotional/Child Sexual Abuse

Appendix B Radicalism and Extremism

Appendix C Child Protection Students who are Vulnerable to Exploitation

Appendix D Serious Violent Crime

Appendix E Peer-on peer abuse

Appendix F Sexting

Appendix G Working with parents

Appendix H Health and Safety

Appendix I Forms

- CP form for guests
- CP form for staff
- CP procedural checklist

Approved: February 2021

LEGAL REF.:

CROSS REF.:

7.70**STUDENT ORGANIZATIONS AND CLUBS**

The Board recognizes that appropriate educational values accrue from student participation in organizations and clubs. Teachers and other suitably qualified persons will be encouraged to provide students with these activities when the number of children warrants such activities. Students are also encouraged to take part in activities organized by local clubs and organizations.

Any bank accounts administered by any student organization or club will have at least one adult signatory.

Approved: April 2003

Legal Ref.:

Cross Ref.:

Student records are defined to be all official records, files and data directly related to children, including all material that is incorporated into each student's cumulative record folder, and intended for school use or to be available to parties outside the school; specifically including, but not necessarily limited to: identifying data; academic work completed; level of achievement (grades, standardized test scores); attendance data; scores on standardized intelligence, aptitude and psychological tests; health data; family background information; teacher or counsellor ratings, and observations and verified reports of serious or recurrent behaviour patterns.

1. Access to Records
 - a) The parent or legal guardian of a student will have access to these records upon written request to the Director of the school.
 - b) The parent or legal guardian will, upon written request to the Director, have the opportunity to receive a copy of those records as well as an interpretation of those records, have the right to question those data, and if a difference of opinion is noted, will be permitted to file a letter in the cumulative folder stating his/her position.
 - c) Parents or legal guardians will be issued with the necessary information which will allow them to access the same online learning management systems as the students.
 - d) School personnel having access to those data are defined as any person or persons under contract to the school and directly involved in working toward either the affective or cognitive goals of the school.
2. Release of Information Outside the School
 - a) Student transfer records will be given to parents at the time of the student's withdrawal from school or records will be forwarded to prospective schools at the request of the parents.
 - b) Student records will be furnished in compliance with judicial orders, or pursuant to any lawfully issued subpoena, if the parent or legal guardian is notified in advance.
 - c) When students transfer to a local school, the school will comply with local regulations that require that a "flyttemelding" be sent to the receiving school or school district.
 - d) To release records of a high school student, the student will be required to submit a transcript/record release form.

In order to meet Norwegian legal requirements, student records are kept by the school

indefinitely.

Approved: March 1984

Revised: January 1997/April 2003/May 2011

LEGAL REF.: Lov om Personregister

CROSS REF.:

8.0 INTERNAL RELATIONS

For the purposes of this Policy Handbook, Chapter 8 deals with relations among the constituent groups and individuals who make up the school community. Chapter 9 deals with the school's relations with individuals and organisations that are not directly part of the school community.

8.10 COMMUNITY RELATIONS GOALS

Establishing and maintaining positive relations within the school community are responsibilities of the entire school community. The School sees itself as a cohesive factor in the life of the school community; for that reason, efforts will be made to keep the community at large informed about the services, accomplishments, needs and goals of the School, and to involve all in its work for the benefit of the students, in line with the Strategic Plan.

All members of the school community are expected to project a positive image of the School and to act in an ethical manner. The School Board endorses a policy of active, open communications between the School, the parents, and the community at large, and will seek ways to contribute to the community as well as make use of community talent and resources in the School's program.

Approved: January 1997

Revised: April 2004/June 2012

LEGAL REF.:

CROSS REF.: 2.101 SCHOOL BOARD POWERS AND DUTIES

8.101 COMMUNICATIONS FROM THE SCHOOL COMMUNITY

The Board and Director welcome discussions, questions, suggestions, complaints and constructive criticism concerning the school. The Director shall have the responsibility for establishing and making known the procedures which ensure that communications from the community to the school are effectively handled.

Individual educational concerns should be discussed in accordance with the communication guidelines established by the Director. If the concern cannot be resolved by the Director, it should be considered by the Board at the next regularly scheduled meeting. Board Policy 8.50 defines established grievance procedures.

Approved: January 1997

Revised: April 2004/June 2012

LEGAL REF.:

CROSS REF.: 8.50 COMMUNITY AND PARENT'S COMPLAINTS AND GRIEVANCES

8.20 COMMUNITY INFORMATION PROGRAM

The families connected with the school are interested in the school as an extension of their homes; an extension which exists to perform a special function in the development of their children.

Therefore, the Board shall make every attempt to:

1. Keep the community informed about the policies, administrative operation, objectives and educational programs of the school.
2. Provide the means for furnishing full and accurate information, favourable and unfavourable, together with interpretation and explanation of the school plans and programs.

In meeting these goals, the Board shall place great importance upon the role of the teacher as communicator and interpreter of the school program to parents. The Director shall develop procedures and techniques for ensuring continuous and free communication between the teaching staff and the community.

Approved: November 1984

Revised: January 1997/April 2004/June 2012

LEGAL REF.: Lov om personvern

CROSS REF.:

8.201 COMMUNITY INFORMATION MEDIA

The Director is responsible for routine school announcements to parents, such as those concerning closing of school and special parent meetings. S/he will keep a file copy of all such releases for future reference. All such communications to be made on school headed notepaper or media bearing either the school logo or Organisation Number.

The Director will establish and implement a School Communications Plan. This Communications Plan will outline the use of appropriate media and the frequency of their use, and the use of the School's visual identity. The use of the School's visual identity/brand must be in accordance with the guidelines in the Communications Plan. Any publication using the School's visual identity/brand must be approved by the Director.

Approved: November 1984

Revised: January 1997/April 2004/June 2012

Legal Ref.:

Cross Ref.:

8.30 BOARD MEETINGS AND THE COMMUNITY

8.301 COMMUNITY ATTENDANCE AT BOARD MEETINGS

Observers may be invited to attend Board meetings at the Board's discretion.

The Board will also hold Open Sessions for staff and parents at least once during each school year.

Approved: April 2004

Legal Ref.:

Cross Ref.:

8.302 RELEASE OF MEETING INFORMATION

The minutes of the Board meeting, the financial reports and information contained therein shall be considered confidential. Minutes, edited for confidentiality, may be made available to the school community at the discretion of the Board. This will be determined at the first Board meeting of the school year, annually.

The Director shall be responsible for informing the school community of pertinent information rising out of Board meetings.

Approved: April 2004

Legal Ref.:

Cross Ref.:

8.40 COMMUNITY INVOLVEMENT IN SCHOOL AFFAIRS

8.401 COMMUNITY INVOLVEMENT IN DECISION-MAKING

The Board endorses the concept that student, staff and parent 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 students, staff, parents and/or sponsors are encouraged to express ideas, concerns and suggestions about the School to the administration, the staff, existing advisory bodies, and to the Board itself. From time to time, students, staff, parents and/or sponsors will also be surveyed regarding certain aspects of the School.

Community members who are especially qualified because of training, experience or personal characteristics shall be encouraged to take an active part in school affairs. Such persons, when not connected to the school as Board members or employees, may be invited to advise or assist, individually or in groups. The Board invites such assistance in specific cases after consultation with the Director.

The Board and the Management Team shall give consideration to the advice which they receive from individuals and community groups interested in the school, especially those individuals and groups which they have invited or created to advise them regarding selected issues. However, the Board and Management Team shall use their own best judgement in arriving at decisions.

Approved: January 1997

Revised: April 2004/December 2005/June 2012

LEGAL REF.:

CROSS REF.: 1.203 COMMUNITY INVOLVEMENT IN DECISION-MAKING

1.204 STAFF INVOLVEMENT IN DECISION-MAKING

1.205 STUDENT INVOLVEMENT IN DECISION-MAKING

8.402 ANNUAL GENERAL ASSEMBLY

The Board will hold a General Assembly annually at which the performance of the School during the previous calendar year will be reported to the community. The agenda will also include approval of the Code of Conduct and elections for new representatives on the Board of Trustees.

Approved: April 2004

Revised: June 2012

LEGAL REF.:

CROSS REF.: 2.20 COMPOSITION OF BOARD, SELECTION OF BOARD MEMBERS, LENGTH OF TERM

7.402 STUDENT RESPONSIBILITIES

8.403 GIFTS AND BEQUESTS

The Board may accept on behalf of and for the school any bequest or gift of money or property for a purpose deemed by the Board to be suitable, and may utilize such money or property so designated.

Approved: November 1984

LEGAL REF.:

CROSS REF.: 3.403 GIFTS AND BEQUESTS

8.50 COMMUNITY AND PARENT'S COMPLAINTS AND GRIEVANCES

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

Complaints are best resolved at the level where they arise: between parent and teacher or student and teacher, at the classroom level. Should a parent feel that the issue has not been properly resolved, he/she may request a meeting with the Director. The Director may refer, in exceptional cases, an issue to the Board.

Anonymous complaints will not be considered. "Anonymous" to be defined as telephone calls or letters wherein the person involved refuses to divulge his or her identity.

Approved: January 1997

Revised: April 2004/June 2012

LEGAL REF.:

CROSS-REF: 8.101 COMMUNICATIONS FROM THE SCHOOL COMMUNITY

8.501 COMPLAINTS ABOUT SCHOOL PERSONNEL

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

If the Director believes a complaint to have merit, s/he will arrange for a meeting of all parties concerned. The Director may arrange for a confidential hearing on the matter, in which case the Board must be informed. Every effort will be made to give everyone a fair and unbiased hearing, and to protect the employee's professional and personal rights.

A written record of the hearing will be kept by the Director and the parties will be notified of the Director's decision within 7 days.

Complaints not successfully resolved at this level must be referred to the Board, in writing, by the complainant, within one week of the Director's decision.

All involved parties will be notified, in writing, of the time, date and place of the Board hearing. Hearings will take place no more than 7 days following the Board's receipt of a complaint.

Parties involved in the Board hearing must notify the Board no later than 5 days prior to the Board hearing if they intend to be represented by legal counsel.

The Chairman of the Board shall moderate the hearing.

The hearing shall be held in a closed session of the Board which will include the voting members of the Board, the parties involved in the hearing and the School Director.

The results of the Director's hearing shall be submitted to the Board at least 5 days prior to the Board hearing.

All documentation deemed relevant by any of the parties involved in the Board hearing must be presented to the Board at least 5 days prior to the hearing.

Upon conclusion of the hearing, the Board and Director shall meet in closed session to evaluate the case and arrive at a decision. Applicable Norwegian law shall be respected.

All parties will be notified by the Board of the final decision, in writing, within 5 days of the date of the hearing.

The Board is responsible for keeping a record of the hearing.

In the event of complaints concerning the Director, such complaints are to be made directly to the Board. The Board will then communicate the complaints to the Director and discuss it with the Director prior to taking further action. Any such action shall comply with the spirit of the section pertaining to complaints about other personnel.

Based on the principle that complaints are best resolved at the level where they arise,

complaints shall not be referred to, or advice sought from the School's accrediting bodies or other external institutions or authorities prior to the matter being dealt with on the Board level at ISB.

Approved: January 1993

Revised: January 1997/April 2004/June 2012

Legal Ref.:

Cross Ref.:

8.502 COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL MATERIALS

Opinions vary, especially in an international school, regarding the appropriateness of certain curriculum offerings or instructional materials.

In accordance with the Board's Policy on Academic Freedom (6.101), Special Instruction Programs (6.504), and consistent with the School's objectives, the School supports a spirit of inquiry and perceives education as a continual exposure of young minds to a wide variety of facts and ideas. At times, these facts and ideas may be considered "controversial" by some individuals or groups.

Professional personnel have the responsibility of presenting such "controversial" issues with care, tact, objectivity and an understanding and acknowledgement of the maturity and intellectual grasp of the students in their care. Students have the right to study under competent and qualified teachers in an atmosphere of freedom from bias and prejudice.

Individuals or groups who question specific classes, methodology, or instructional materials should first speak with the teacher or staff member. If concern still exists following consultation with the relevant teacher or staff member, individuals or groups must meet with the appropriate Principal.

The Principal will listen to the expressed concerns and, after consultation with the appropriate staff, offer a written decision within two weeks or the Principal may convene an ad-hoc committee made up of staff and other persons as deemed appropriate to consider the expressed concerns. The individual(s) filing the complaint will be invited to take part in the ad-hoc committee's discussions. The Director must be informed of all complaints brought to the attention of the Principal.

The curriculum and instructional materials used in the School have been chosen with great professional care. Only if, in the professional judgement of the Director, in consultation with the professional staff, there are overriding educational reasons for doing so will any book be removed from a reading list or library shelf or will any course content be altered in response to a complaint.

The final decision in all complaints regarding the curriculum or instructional materials will remain with the Director.

Access to challenged materials or courses will not be restricted during the complaint process.

Approved: March 1984

Revised: January 1997/April 2004

Legal Ref.:

Cross Ref.: 6.101 ACADEMIC FREEDOM

6.504 GUIDANCE AND SPECIAL INSTRUCTIONAL PROGRAMS

8.60 PARENT-TEACHER ORGANIZATION

The Board recognizes the parent-teacher organization (PTO) as being a valuable contributor to the school community in support of the Board’s goals and policies. This organization shall be permitted to hold its regular meetings in the school building, and it shall be the duty of the Director and the teachers of the school to further the work of parents in every way practicable. Afternoon and evening meetings may be held in the school buildings with the permission of the Director.

The PTO has its own Charter in which guidelines for its mandate are set out.

Approved: April 2004

Revised: June 2012

Legal Ref.:

Cross Ref.:

8.70 USE OR RENTAL OF SCHOOL RESOURCES

On a general basis, school resources will not be lent to private individuals. Special consideration to applications from outside organisations may be given by the Director.

Approved: April 2004

Legal Ref.:

Cross Ref.:

8.80 VISITORS TO THE SCHOOL

The Board is mindful of providing a safe and secure environment for its staff and students. To this end, all staff are empowered to operate a challenge policy towards any individual who is not recognised as a member of the school community while on the school premises.

Guests of students' families may only attend school with prior written permission from the Director.

Approved: April 2004

Legal Ref.:

Cross Ref.:

9.0 EXTERNAL RELATIONS

9.10 PUBLIC RELATIONS

The reputation of ISB in the wider community is key to the School's success. All members of the school community are encouraged to promote and maintain a positive image of the ISB.

Approved: June 2004

Revised: June 2012

LEGAL REF.:

CROSS REF: 7.402 STUDENT RESPONSIBILITIES

9.101 OUTGOING COMMUNICATIONS

The Director shall be responsible for all information made available to external parties except for those occasional matters the Board may wish to deal with.

Any contact with the media should be through the Director or Communications Officer as outlined in the School Communications Plan.

This may include but not be limited to the goals, program, achievements and needs of the school. The most appropriate means of communication will be used.

Approved: June 2004

Revised: June 2012

Legal Ref.:

Cross Ref.:

9.102 INCOMING COMMUNICATIONS

The Board and Director welcome discussions, questions, suggestions and feedback concerning the school.

The Director shall have the responsibility for establishing procedures and ensuring that communications from external parties to the school are communicated to appropriate members of the school community.

Approved: June 2004

Legal Ref.:

Cross Ref.:

9.20 HOST COUNTRY GOVERNMENT RELATIONS

The Board seeks to foster positive relations between the school and the government of Norway. In order to foster this relationship, the staff and Director are expected to take the initiative in establishing positive contacts with both local and national governmental organs. The Director is authorized by the Board to conduct official school business with the appropriate government officials.

The Director shall from time to time report to the Board on the current relationship with the host country at all levels of contact.

Approved: November 1984

Revised: January 1997/June 2004/June 2012

Legal Ref.:

Cross Ref.:

9.201 HOST COUNTRY LAW ENFORCEMENT AGENCIES' RELATIONS

It is the policy of the Board to cooperate with the law enforcement agencies in the interest of the welfare of all. At the same time, schools have the responsibility to parents for the welfare of the students while they are in the care of the school. To carry out this responsibility all members of the school staff must observe the following:

1. A student in school may not be interviewed by any authority without the knowledge of the Director.
2. Any interview must be done in private with an official school representative present.
3. A student may not be released into the custody of persons other than parent or legal guardian, unless required by written legal authority.

If a student is removed from the school by such legal authority, parents will be notified of this action by the Director as soon as possible.

Approved: November 1984

Revised: January 1997/June 2004/June2012

Legal Ref.:

Cross Ref.:

9.202 RELATIONS WITH OTHER GOVERNMENTAL BODIES

 **Approved:**

LEGAL REF.:

CROSS REF.: See Policy 5.2011 Child Abuse Reporting

9.203 RELATIONS WITH OTHER EDUCATIONAL INSTITUTIONS

The Board seeks to foster positive relations between the school and local, national and international educational institutions through the involvement of members of the school community in programs and activities.

Approved: June 2004

LEGAL REF.:

CROSS REF.: 6.506 Cooperative Programs with Host Country Schools

9.30 LOCAL COMMUNITY RELATIONS

The Board seeks to foster positive relations with the local business community which may include, but not be limited to, membership of the Chamber of Commerce, other business organisations and student placements. The Director will maintain a database of local community and business contacts.

Approved: June 2004

Revised: June2012

Legal Ref.:

Cross Ref.:

9.40 ACCREDITING AGENCIES

It shall be the policy of the Board to maintain membership for the School in the New England Association of Schools and Colleges, the European Council of International Schools, the Council of International Schools and the International Baccalaureate Organisation, cooperate in the associations' evaluations of the School and ensure that accredited status is maintained.

Approved: November 1984

Revised: January 1997/June 2004/June 2012

Legal Ref.:

Cross Ref.:

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