



Parent Handbook

2014-2015

Johan Drengsrudsvei 60

1383 Asker

Norway

+47 91691487 /

46634272

www.askeris.no

post@askeris.no

Staff

Principal	Robert Browne
Business Manager	Mya Esplin
Grade 1 Teacher	Angela Hjelset-King
Grade 1 Teacher	Brent Jane
Grade 2 Teacher	Debra Schei
Grade 3 Teacher	Harriet Peacock
Grade 4 Teacher	Jonathan Tom
Grade 5 Teacher	Eric Asante
Grade 6 Teacher	Andrew Johns
Norwegian Grade 1	Kirsti Løvås
Norwegian Other grades	Ida Nielsen
Physical Education	Andrew Johns
Assistant Grade 1	Linda Mosoni
Assistant Grade 1	Laila Amro
<i>After-school Services</i>	<i>Silvia Tabur</i>
	<i>Kelly Welbon</i>
Receptionis	Chantale Williams

Email address to all employees is firstname@askeris.no. The principal can be reached on principal@askeris.no.

Our mission

Asker International School will seek to assist each student to develop to his/her full potential, to become a versatile, effective and responsible citizen of the world. We will do this within a secure and stimulating environment, delivering curricular programmes developed and authorized by the International Baccalaureate Organization (IBO), with English as the medium of instruction.

Beliefs and values

AIS does not wish to impose a particular system of belief on any member of the school: we will aim to create an atmosphere of freedom, tolerance and mutual respect for all forms of belief and non-belief, seeking to emphasize what unites us, and not what divides us.

Our emphasis will be on mutual respect: each student is to be encouraged to experience and understand the diversity of cultural, religious and political systems with which they come into contact.

As an international school, we will be committed to fostering international understanding, and an awareness in each student of issues such as peace, freedom, and care of the environment – issues which are of concern to us all as world citizens.

Developing each individual

AIS will seek to give the students the means to know who they are as an individual, not only in an intellectual dimension, but also in a moral, social and physical sense. We believe that the most important academic lesson for each young person is to learn how to learn, and to apply what one has learned. At the same time, we recognize the importance of qualifications in the modern world and have a commitment to academic excellence.

We believe that an individual must be able to live as a successful member of a community to achieve a balanced life. Our aim is to encourage each student to serve others, and to learn not just from the school community, but also from the wider world.

Introduction

Welcome to Asker International School. Asker International School was established to facilitate a growing demand in the Asker region for an international curriculum, to facilitate the demands of both local and international parents working in the area.

The school implements a truly international philosophy, one which works on developing a focus on tolerance and acceptance in our local and global communities. This tolerance and acceptance will be pivotal in creating a successful social and work environment in the future.

For children to be successful at school they must first be secure. It is therefore our objective to create a strong sense of community and responsibility at Asker International School. Providing children with a secure framework to work in creates a stronger trust-environment in which they can operate. Success can be defined in many ways. We like to view success as instilling students with the attitudes and approaches they need to meet with success in the future. If they know how to meet a challenge, if they are prepared for success and for failure, if they interpret negative experience and use it to scaffold their future – then they will know success.

This is the ambition of Asker International School.

To achieve this we need to collaborate with all members of our community. Parents play an essential role. We need their support and we need to ensure that we share a common vision for the school.

Robert Browne, Principal

International Baccalaureate Learner Profile

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

Further information on the International Baccalaureate can be found on their website:
www.ibo.org

The IB Primary Years Programme

The IB Primary Years Programme (PYP), for students aged 3 to 12, focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside.

The program of inquiry follows a range of units taught throughout the year. Each unit will include some or all subjects of the curriculum. The Units of Inquiry are arranged in a way to allow a broad coverage of the PYP curriculum areas:

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



Ownership and Governance

Asker International School Foundation

Asker International School Foundation was established in 2012. The Foundation was established and currently operates under the Norwegian Private School Act (Privatskoleloven). The objectives of the Foundation are to offer children between 6-16 a ten-year compulsory primary and secondary school education.

The school will implement the Primary Years Programme, developed by the International Baccalaureate.

Responsibility and authority of the Board

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

- Safeguard the long-term development of the school.
- Setting of parental school fees payable at the school.
- Approve the allocation of the school's finances.
- Ensure the adherence to Norwegian legislation governing the school.
- Monitoring that state funds to the school are being used to the benefit of AIS's students.
- Monitoring that the school fulfils the requirements of all relevant laws and conditions under which the school was originally approved.
- Having the right and necessary competences in school. This includes the responsibility to have and execute a professional development plan.
- Appointing the school leader/ Principal

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

From 1st May 2014 the Voting Board Members are:

- Kerstin Aulund chair
- Inger E Hornkjøl board member
- Lars O. Nordal board member
- Vera Selnes board member
- Denise Ulbråten board member
- Sarah Slinning board member
- Peter Dyve board member (deputy)
- Anders Sjøløkken board member (deputy)

Other participants will include:

- Robert Browne principal
- Mya Esplin business manager
- Leader of Parents' Council (observer)
- Staff representative (observer)
- Possible student observer

School Calendar 2014-2015

The school calendar will be accessible through the school web page and will be updated at frequent intervals. The school will as much as possible follow the school calendar being followed by the public schools in the municipality. Attached below is the official timetable for Asker kommune. Each kommune has a section on their web page dedicated to the structure of the school year (skolerute).

Asker International School






2014-2015 School Calendar

August 2014							September 2014							October 2014						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
					1	2		1	2	3	4	5	6				1	2	3	4
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
10	11	12	13	EP	EP	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
31																				

November 2014							December 2014							January 2015						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
						1		1	2	3	4	5	6					1	2	3
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
16	17	18	19	20	EP	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
23	EP	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31
30																				

February 2015							March 2015							April 2015						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7	1	2	3	4	5	6	7				1	2	3	4
8	9	10	11	12	13	14	8	9	10	11	12	13	14	5	6	7	8	9	10	11
15	16	17	18	19	20	21	15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	EP	24	25	26	27	28	22	23	24	25	26	27	28	19	20	21	22	23	24	25
							29	30	31					26	27	28	29	30		

May 2015							June 2015							July 2015						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
					1	2		1	2	3	4	5	6				1	2	3	4
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
17	18	19	20	21	EP	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
31																				

 School holidays	 Employee Planning (no school for students-school closed)
 Parent Teacher Conferences	 Report Cards available
	 First and Last Day of School

Aug 18	First school day	Nov 21, Nov 24	Staff Planning days
Sep 30-Oct 3	Autumn holiday	Feb 23	Staff Planning day
Dec 22-Jan 02	December holiday	May 22	Staff Planning day
Feb 16-Feb 20	Winter Holiday	Jun 19	Last day of school
Mar 30-Apr 06	Easter holiday		
		Oct 30	Halloween party
		Dec 17	December Concert
		Mar 5	World book day
		May 17	Norwegian National Day
		Jun 6	Chrome the Dome charity

The school is to be consulted immediately if parents plan on taking children out of school outside these dates. A written confirmation must be sent by the school administration recognising the child will be taken out of school. It is not recommended and the school is required to follow-up on any concerns.

Opening Hours

Opening hours may be subject to change

Supervision for all students will be available from **07:30**. Students will be assigned to the Morning Club area for supervision. They are not allowed to be in their own classroom for health and safety reasons.

	Monday	Tuesday	Wednesday	Thursday	Friday
School Start	08:50:00	08:50:00	08:50:00	08:50:00	08:50:00
Morning Break	10:30 – 10:45	10:30 – 10:45	10:30 – 10:45	10:30 – 10:45	10:30 – 10:45
Lunch Break	12:15 – 13:15	12:15 – 13:15	School finish No Club 12:15:00	12:15 – 13:15	12:15 – 13:15
Clubs	Yes	Yes		No	No
School finish	15:30:00	15:30:00		14:45:00	14:45:00

Daily routines

Student Check list

WHAT I NEED TO REMEMBER					
Do I have indoor shoes?					
Do I have rain gear for bad weather?					
Do I have warm clothes for cold weather?					
Have I packed my bag this morning and checked everything I need is there?					
Do I have PE or outside activities today? If so have I brought what I need?					
Have I packed my lunch today? Do I need an afternoon or morning snack if I have a long day?					
Have I had a proper breakfast?					

Important points

- Please do not pack hot foods or food and drinks that need to be warmed up. Students have been known to bring boiling water from home for soups and result in burning themselves or others.
- Please let us know of any important developments at home that may affect your child. Our ability to safeguard our students' welfare can be significantly impeded through lack of information.
- Students should arrive at least 15 minutes before school start. They need this time to settle down, meet their friends and get ready for lesson. Although delays are inevitable on occasion, it is important to understand that repetitive delays can have a big impact on the structure of their day.
- It is understandable that parents are passionate about their children's welfare, however please express any concerns you may have directly with us at an appropriate time. It is important that the students see good communication and support between parent and school.
- If there is something on your mind, please take the matter to the school, or the class representative. If matters are not addressed, or addressed too late, then it is very difficult to remedy situations after the fact.

Drop off/pick-up procedures

Specified at the end of this document.

PICK-UP

Please ensure you have clearly communicated to your child as to how they will be collected from school. The students will be dismissed from the school and be **collected outside**. There is only supervision for 15 minutes after school so it is important that you contact the school if you are delayed. If you are delayed after this time, all children will be brought back into the school to the library area where they can wait for their parents. This is for isolated incidents as it is assumed that if you cannot collect your child in time that they will be enrolled in SFO.

Please notify the school in advance if you are delayed.

Equally, notify the school if anyone other than yourself is allowed to collect your child.

Playing outdoors

It is important that all students are appropriately dressed for the school day. We strongly recommend that students have a light change of clothes (socks, trousers etc.) at the school, so as to ensure that on very wet days the students avoid sitting in wet clothes. In addition, please ensure your child has access to the necessary clothing, such as rain gear, rubber boots and appropriate clothing for Norwegian weather conditions.

Students should be outside playing in all conditions, unless extreme. In the event of extreme weather conditions the students will be allowed to have lunch indoors. This will be at the discretion of the principal or a deputised staff member.

Further information can be found: www.helsedirektoratet.no

Lunch and Break Arrangements

Remark: *Please put your child's name in their clothes and on their lunch box and drink bottle. If your child attends SFO an afternoon snack is recommended.*

It is very important that students have a healthy start so please ensure they have a proper breakfast as this can define the kind of day a student may have.

Morning Break

There is a morning break at 10:30. Students will receive some fruit and will then be sent outside to stretch their legs and freshen up before their next lesson. This is an important routine because it encourages students to move. It improves circulation and provides students with the energy they need for their next lesson.

Trips to the shops are not permitted during school hours unless organised and supervised by a member of staff.

A healthy diet

Studies continue to show the effect our diet can have on our behaviour. With that in mind, we ask all parents to refrain from providing their child with sweets, candies or otherwise in school.

We appreciate that parents like to provide snacks for their children in their lunchbox, however we simply ask that parents provide healthy alternatives during school hours.

Food stuffs not permitted for lunches

- Sodas and fizzy drinks. Juice/squash/water/dairy are allowed.
- Chocolate bars/snacks
- Cakes and assorted sweets
- Sweet pastries
- Other assorted sugar-based candies

The above also applies to *field trips* and *activities* away from the school.

The following information has been taken from www.fooddudes.ie

School lunches

While some schools have a canteen, without some help the food your child chooses may be high in cost and energy but low in nutrients. An alternative is a packed lunch from home, which is a great way for your child to learn about healthy food and help with preparation. Lunch box suggestions include:

- Sandwiches or pitta bread with cheese, lean meat, hummus or peanut butter and salad
- Cheese slices, crackers with spread and fresh fruit
- Washed and cut up raw vegetables or fresh fruits
- Frozen water bottle or tetra pack of milk, particularly in hot weather.

School lunches - *foods to limit*

Highly processed, sugary, fatty and salty foods should only make up a very small part of your child's diet. Foods to limit in everyday school lunches include:

- Processed meats such as salami, pressed chicken.
- Muesli bars and breakfast bars (chocolate-covered is a sweet treat and not allowed)
- Fruit bars and fruit straps
- Cordials, sweetened juices and soft drinks

Treats and peer pressure:

*Peer pressure to eat particular 'trendy' foods at this age is strong. Let your child eat these kinds of foods occasionally, **such as at parties, special events or when the rest of the family enjoys them.** It's best to limit the amount of money children are given to spend at school or on the way home. The occasional lolly, bag of chips or takeaway food doesn't do any harm. However, if they are eaten too often you might find that:*

- Not enough nourishing foods are eaten.
- Your child is becoming overweight or obese.
- You're spending a lot of money - it's much cheaper to provide homemade snacks and lunches.
- You're missing a chance to teach your child about healthy eating.

Celebrations

For birthday parties and other special celebrations we do allow cake and other treats on those special days. We do encourage parents to try to look for creative alternatives by using healthy food and /or traditional dishes. Please notify the contact teacher in advance so they are aware. Cakes can be placed in the school fridge.

Resources on healthy foods and health eating

www.fooddudes.ie (Ireland)

<http://www.letsmove.gov/healthy-families> (USA)

<http://healthy-india.org/> (India)

<http://heas.healthytogether.vic.gov.au/> (Australia)

<http://www.mnn.com/food/healthy-eating/stories/green-schools-combat-bad-diets-in-philippines>
(Phillipines)

http://www.helsedirektoratet.no/publikasjoner/mat-og-maltider-i-grunnskolen/Publikasjoner/Mat%20grunnskolen_IS-2135.pdf (Norway)

Birthday Parties

We ask the class representative to make sure there is a clear agreement in place for birthday parties in their grade level.

The school guidelines for birthday parties are:

Invite all students, or groups (all boys or all girls) in the classroom

The impact of exclusion should not be overlooked as it can be perceived as a subtle form of bullying and can consequently have a significant effect on school life.

Have an agreed spending margin

Not everyone has the same disposable income nor should one assume they do. A humble present is more appropriate especially when you factor in how many parties can take place in one year.

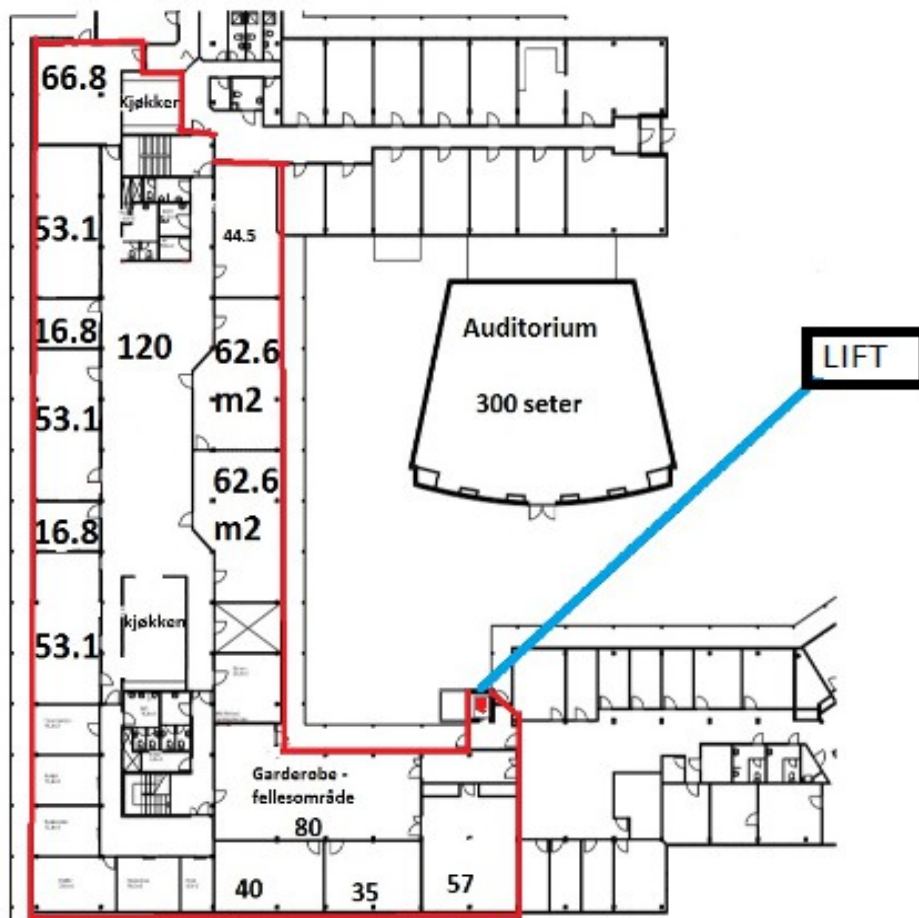
Be aware that transport and timing may be an issue

Not everyone has their own mode of transport. Please be aware of geographic location and factor in the possibility of car-pooling.

RSVP – *répondez s'il vous plaît* means respond please.

Please ensure your intent to participate is clearly communicated as much preparation (food and otherwise) is necessary.

Current Layout of school building



Assemblies

School assemblies will take place at least once a week. The purpose of assemblies is to gather all students together to discuss the school environment. It also provides a good platform for students to show their work, make presentations, songs or other. The structure of school assemblies will be stipulated by the principal of the school.

Procedure for late registration in the morning

Students will be registered once during the school day in grades 1-6. For this reason it is very important for students to arrive on time. If a student is not present at morning registration, they will be marked absent, which will be amended to late if the student arrives later.

Parents will be contacted **30 minutes** after school start if we have not heard from the family directly. Please call the school, do not email, as many emails come in to the school in the first two hours of operating hours.

School Homework Policy

At Asker International School we believe that homework is an important element of student learning. Homework should reinforce learning that has taken place in school.

We believe that:

- Students need sufficient time to complete their homework task. We endeavour to give students 1 week from the date homework is set.
- Homework is built on former knowledge and should not require the learning of new skills independently.
- Parents should be involved in homework activity but should not be required to teach or answer.
- The quantity of homework should be balanced and proportionate.
- Homework should support learning and not merely be a cyclical, procedural activity or time-filler.
- Reading can be used as a homework activity, however reading should be engaged in independently outside school through parental encouragement.
- The amount of homework required will vary from grade level to grade level and will be specified by the grade teacher and posted on their blog.
- Homework may be open-ended such as research tasks, personal reflection, blogs or practical activities.
- Parental and student feedback helps us to set homework at an appropriate level and is welcomed.
- Homework is an integral part of learning and should be completed to the best of students' abilities.

Discipline Procedures

School Code of Conduct

The code of conduct applies to everyone in the school community.

As a member of Asker International School I should:

- 1 Work constructively and to the best of my ability without distracting others
- 2 Treat others respectfully in the way we speak, behave and act.
- 3 Take care of school equipment and property.
- 4 Be on time for school and lessons.
- 5 Dress appropriately.
- 6 Bring the necessary equipment to school.
- 7 Listen to each other.
- 8 Resolve problems by talking them through.
- 9 Lead by positive example.
- 10 Respect others' beliefs and interests.
- 11 Be responsible for the school environment.
- 12 Behave safely and interact appropriately in all areas of the school at all times.
- 13 Follow the school rules.
- 14 Never bring anything inappropriate to school.

Dress Code

All members of the school community are required to dress appropriately at school. Inappropriate clothing would include, but not limited to:

- Clothing with inappropriate, lewd language or images.
- Overly revealing clothing.
- Any clothing denoting gang affiliation.
- Caps and hats indoors
- Loose or hanging jewellery is discouraged (for safety reasons)

Clothing should be appropriate for an active school day.

Warning System

Level 1 – Verbal Warning

If a student fails to follow the class rules then they should be given a verbal warning. It must be clear to the student that this has been issued; it must also be clear what they have **chosen** to do wrong. For example:-

“James, I have asked you several times not to do that. Now you are receiving a verbal warning”.

At this point the teacher need not take any further action.

Level 2 – Written Warning

If there is continued misbehaviour a student may receive a written warning. This will take the form of an e-mail to the child’s parents informing them of the incident. For example: A repeated act, refusal to comply with teacher’s request, a blatant breach in school regulations, racial slurs etc. If another child is involved their parents will also be notified. In normal situations the matter is considered resolved after the written warning is issued. In the event of more than one written warning in a short time frame, parents may be called in to the school for a meeting. Students may also be placed on a report card for an agreed period of time.

Level 3 – Principal's office

Level 3 is considered a very serious offence and may result in the student being sent home. When a level 3 warning is reached the student will be referred to the principal of the school. The principal will then decide on the appropriate course of action. The student may be sent home or may be required to work independently. In any event the parents will be duly informed by phone. In the event of the student being sent home the parents will be informed to collect their child.

Serious Incidents

Any serious incidents will be immediately directed to the principal. In the event of a serious incident, the above warning system would be bypassed and the issue would be addressed immediately. Examples of serious incidents include, but are not limited to:

- Violence
- Substance abuse
- Inappropriate sexual behaviour

There is no smoking allowed on the school premises. This is relevant to all members of the school community.

Report card

If deemed appropriate, students should be placed on report. This would involve the student being given specific targets that need to be achieved over a specified period of time. This would require the teacher of each lesson to make a comment and sign the report card

Reports

Reports will be sent out at the end of term 1 – December and at the end of term 2- June. The purpose of the reports is to provide parents with an overview of student progress. The reports will be accessible digitally and parents will receive notification through email. If a student is transferred, a request can be made to print out reports. Reports are not normally printed out to reduce our carbon footprint.

Assessment Policy

Assessment is the act of evaluating, appraising, and/or estimating the features, qualities, performances, and needs of individuals, programs, and institutions.

1. The main goal of assessment is to support and enhance student learning.
2. Every student has individual abilities, skills, and knowledge.
3. Assessment shall support learning and will be planned in advance to reflect the content being instructed.
4. Assessment shall take a variety of forms and present students with continuous opportunities to demonstrate their ability.
6. Assessment shall also be used to influence the design of the curriculum and be used to influence the progression of units.
7. Students shall receive timely feedback on assessments completed and parents will be informed as and when appropriate.
8. Assessment shall be reflected on by both teacher and student.

Definition of Assessment

Formative

Formative assessment can also be defined as diagnostic testing and is ongoing. The purpose of formative assessment is to guide and influence the teaching that takes place in the classroom to ensure that learning is also taking place. Formative assessment can include quizzes, worksheets, oral feedback, presentations and many other forms that are used to enrich the learning experience. Formative assessment provides the teacher with the necessary information to help them provide scaffolded support for students in the classroom.

Summative assessment

As suggested, summative assessment summarises a student's performance and ability at a specific time. Summative assessment can also be diagnostic and used to influence the formative assessment that takes place in the classroom. Sometimes perceived as contrasting formative assessment, however it should be complimentary in nature.

Summative assessment takes place for example at the end of units, at the end of a specific discipline being instructed.

Teachers, students and parents will assess, record and report learning through:

- Units of Inquiry
- Learner Profile
- Student Portfolios
- Conferencing
- State-required Assessment

Reporting

Reporting will take place at the end of each term. Reporting will take place digitally, through an online reporting system known as ManageBac.

The report will include the following:

- Learner Profile
- Transdisciplinary skills
- Summary of achievement for units of inquiry
- Achievement in specific subject area
- Specific goals or targets.

Parent/Teacher Conferences

Parent /Teacher conferences will take place half-way between each term. The purpose of these conferences is to present parents with a brief overview of students' progression through the year. Teachers will use this brief 10 minute session to reflect on students strengths and also targets for the coming school period.

Parent/Teacher conferences are not designed for discussing matters at length. Any significant matter should be scheduled for a separate time where all parties have the opportunity to research the matter at hand and discuss it at length if necessary.

Units of Inquiry

Purpose: Units of inquiry are prepared with care and consideration prior to delivery. Summative and formative assessments considered through the development of the unit, however it is understood that modifications may need to be made underway to facilitate learning. The content and concept of units need to be clearly explained to students. Students also need to understand the purpose of assessment. Assessment must be directed to the area being delivered.

Formative assessment techniques need to be applied during the development of a unit. Teachers are also required to reflect on the structure of their units and their effectiveness. There is an array of formative and summative tools that can be applied to help influence the structure of a unit such as:

- Pre-assessment
- Student-designed rubrics
- Reflection forms
- Mind-storming for generating student-stipulated assessment.

Summative assessment shall take place at the end of each unit.

Feedback

Feedback can take a variety of forms. The most important aspect is that students understand what is expected of them and understand how and when they are to deliver the assessment piece.

Feedback form can be, but is not limited to:

Descriptor-based – students have a set of descriptors that define success, oftentimes structured in the form of a rubric.

Numeric – students are provided a scale for success – this can be appropriate for such tests such as straight-forward maths or spelling drills.

Alphabetic – This requires descriptors to ensure students can clearly see the association and understand what and how they achieved.

Colour-based – again students need descriptors to ensure they clearly understand the expectations.

Student Reflection

Student reflection is a key aspect of self-assessment and provide key indicators for development. It is very important that students are actively engaged in their learning and are presented with the opportunity to reflect on learning. Student unit reflection will take place at the end of each unit of inquiry and presents students with the opportunity to express how they feel about their learning.

These student reflections can then in turn influence later unit development and assessment-setting. There will be a generic unit reflection form for students to complete.

Learner Profile

Purpose: The learner profile is core to the Primary Years Programme and as such is a central element in Asker International School. Students will be encouraged to continuously reflect on aspects of the learner profile. Assessment in relation to the learner profile will be largely formative and self-assessed. The learner profile will not be assessed summatively nor will it be instructed as a separate entity. It will be viewed as an integral element of our units and our school life.

In practice

The Learner profile will be reflected upon through a variety of platforms, including but not limited to:

Roleplay

Self-assessment/Reflection

Projects

Reports

Quizes

Shool House system

Assemblies

Student Portfolio

Purpose: The purpose of a student portfolio is to help students reflect on their learning, to show growth over time and to show development of the whole child both inside and outside of the Program of Inquiry in all subject areas. The portfolio allows all those involved in the learning process to see a true picture of the child. It may also serve to help the teacher reflect, assess and teach.

Required content of the student portfolio.

- For each unit of inquiry – students will complete a reflection and evaluation form. This form will include reflections on the learner profile.
- Samples of development in the following areas:
 - Literacy : A sample of student writing that may be student elected.
 - Mathematics: A sample that reflects their ability level.
 - Writing: A sample which contains teacher feedback.
 - Student-selected from an area of interest such as arts, P.E. etc.

Additional Requirements for the student portfolio.

- The portfolio should be stored in class and be readily available.
- Follows the student through grades 1-6 , passed from teacher to teacher before new school year and given to child at end of 6th grade.
- The portfolio is essentially the students' responsibility and is guided by the teachers.
- Is a representation of both teacher and student perceptions on student work and progress.
- Students should have ownership of their portfolio and be able to discuss the samples contained within, why they are there and know what their targets in those areas are.

Health and Safety

All staff, excluding the Norwegian teacher, have recently attended a health and safety course run by the Red Cross as of August 2013.

Accidents and illness at school

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

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

If a child feels unwell at school, the parents will be contacted to arrange collection.

Children who are well enough to attend school are considered well enough not to be kept in the school during Break Times.

Contagious Diseases

Children who are unwell with infectious diseases should not be at school. Parents should immediately notify the school.

If your child contracts a vomiting sickness or has diarrhoea, please refrain from returning them to school until at least 48 hours have elapsed since they were last physically ill.

Head lice contamination is not a disease and may occur within the school year. If parents are aware that their children have head lice, they are asked to notify the school office so we can help stop it spreading.

School Nurse

The nurse is in school once a week **on Mondays** and is available for the state vaccination scheme and student counselling. She is located in the end office in the administrative section.

Her name is Turid Hammer and if you have any concerns she can be reached by email at
Turid.Hammer@asker.kommune.no

School Trips

School trips are seen as part of a student's education. They are seen by the school as enrichment of all students' development. The trips are organised throughout the year to support the students' learning and understanding. Trips are organised and paid for by the school. There is also a risk assessment done by the member of staff leading the trip to look at safety issues in depth and to ensure that all aspects of health and potential dangers are investigated and addressed.

Emergency procedures

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

Parents will be contacted as soon as possible in all cases of emergency. **Appendix 1 provides an overview of the building with exits and our emergency assembly point labelled.**

School Fees and Insurance

School Insurance

Information about the school's insurance policy can be obtained by contacting the office at post@askeris.no

School fees update

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

Applying for leave from School

In accordance with Norwegian legislation, if a child is away from school for two weeks or more they **lose their school place**. We don't normally implement such a policy however in certain cases may choose to do so. We try to discourage people taking their children out of school outside normal holidays, especially when they have 6 weeks in the summer to do so.

Application for leave for 2 days or more must be submitted to the principal.

Significant absenteeism may lead to a submission of a letter of concern from the school to the child protection agency (Barnevern). This may be without notification to the parents.

Municipal Organisations

All information about school services and the different organisations at work in Asker kommune can be found at <http://www.aker.kommune.no/Skole-og-utdanning>

If you reside in a different kommune, please consult their homepage.

Pedagogisk-psykologisk tjeneste (PPT)

PPT collaborates with schools and parents to identify any special educational requirement or support.

PPT is comprised of psychologists, pedagogues and other specialists skilled in assessing and identifying any support students may need.

PPT in Asker can be contacted at: 66 90 95 00

E-mail: barneogfamilieenheten@aker.kommune.no

Barneverntjenesten/Child Welfare

The main objective of Barnevern is to ensure that any children subjected to conditions that could jeopardise their health, receive immediate support.

More information can be found on <http://www.regjeringen.no/en/dep/bld/Topics/child-welfare.html?id=1058>

Barnevern in Asker can be contacted at 66 90 97 00

E-mail: barneverntjenesten@aker.kommune.no

Home-Start Familiekontak

This is a family support program for families with at least one child under school-age.

They can be contacted at 404 33 006.

Web: <http://www.home-start-norge.no>

Tverrfaglig samarbeidssystem (TFS) Inter.departmental collaborative system

TFS meetings will take place in school on a monthly basis and will be coordinated by the principal. The meeting is a forum for specialists and representatives from each department to discuss children's welfare and to share experience in different areas. Parents will also be invited to the meetings when relevant, to create an open forum to ensure the best support is provided.

Frequently Asked Questions

How will I be able to follow up on my child's progress?

Parents will receive reports at the end of each term that can be accessed through their managebac login. In addition to this, parents will be able to monitor the progress of their child and will be provided with an overview to the curriculum. It is important to note that homework will not be set in the same fashion as Norwegian schools.

Will students have to learn Norwegian?

Yes. All students will be required to do Norwegian. We view Norwegian as a very important and integral part of our curriculum. The Norwegian teacher has a responsibility for ensuring all students experience Norwegian culture and history. For many students, this teacher may be their only portal into the Norwegian community.

Students will receive a minimum of 4 periods of Norwegian per week. Extra groups for 'Norsk fordypning' or second language support may be set up based on need.

My child already speaks Norwegian. Will she fall behind?

She shouldn't, but this isn't a black or white answer. A student's success will depend upon multiple factors: how well does the teacher provide support and follow-up? Has the child come to the school with the right motivation to learn? Is there good communication and support between the home and the school? If the answers are yes to these questions then children, in most cases, are very successful in their endeavours.

My child doesn't speak English. How will they cope in the school?

Our contact teachers are motivated teachers who have experience working in groups with diverse ethnicities. When working in such an environment, one expects different ability levels. The level of success a child experiences will depend on the factors mentioned in the previous FAQ.

Do we have foreign language lessons?

Currently we facilitate Norwegian and English in mixed groups. As the school grows we will expand our delivery and look forward to facilitating more languages in the school. If a parent has the opportunity to facilitate one or two lessons of mother tongue per week, please contact the school as mother tongue development is an area we like to support.

How will maths be delivered?

We will approach mathematics through an IB perspective. To reinforce our numeracy program, we plan on implementing the Nelson international curriculum which provides us with a selection of workbooks that we can run from grades 1- 6.

How does the application process work?

After you submit your application, your name and that of your child will be registered in the system. Essentially, the application is an expression of interest. You will then receive a contract in the post and when the contract has been returned signed to the school your child's place in the school will be confirmed.

What is our admissions process?

The Board has drawn the following criteria for admission to Asker International School:

1. AIS will be accessible for all primary school aged children
2. If the number of applications is greater than the school's capacity, then applications will be prioritized based on the criteria below:
 - 1 . International applicants whose first language is other than Norwegian.
 - 2 . Students from "international families" (one or both parents come from abroad).
 - 3 . Students who have attended school abroad.
 - 4 . The children of Board members and employees.
 - 5 . Siblings of students attending AIS.

Application deadline for the upcoming school year is April the 1st. After this date there will be a continuous admission. AIS will accept new students as long as capacity allows.

How many students can be enrolled in each class?

There is a cap of 20 students in each grade. We will not be expanding our class sizes as the school grows. We believe that having a maximum of 20 students allows for a more positive pedagogical environment.

Can Norwegian students apply or is it just for international recruits?

Yes, the school is an all-inclusive school environment.

Will there be vaccinations administered at the school?

There will be vaccinations administered by the school nurse (Helsesøster) in accordance with the vaccination program implemented in Norwegian schools.

Who can my child speak to in confidence?

We like to believe that we have created a culture in the school where all teachers can be approached by students to discuss matters in confidence. It is important to note that teachers and school administrators do not have a confidentiality agreement in these cases and are required to notify all relevant parties of any matter brought to their attention. The school nurse also provides students with an opportunity to discuss personal matters in more confidentiality.

How are decisions affecting my child decided at school?

We have regular meetings at the school to discuss a wide array of matters, including pastoral matters. We share experiences and base our decisions on observations by 2 or more colleagues. Parents will be contacted in most cases where a significant decision needs to be made. Any action taken by the school is done so to safeguard the interests of the individual child and that of other students also.

Who do I contact if I have a question or need to pass on information?

The first point of contact is the subject teacher or class teacher that your concern is about or question is for. Parents should avoid escalating matters with the administration or principal until the teacher or specific member has been presented with the opportunity to address the matter and provide feedback.

If it is general familial update or information that should be directed to administration, please contact us in the normal fashion.

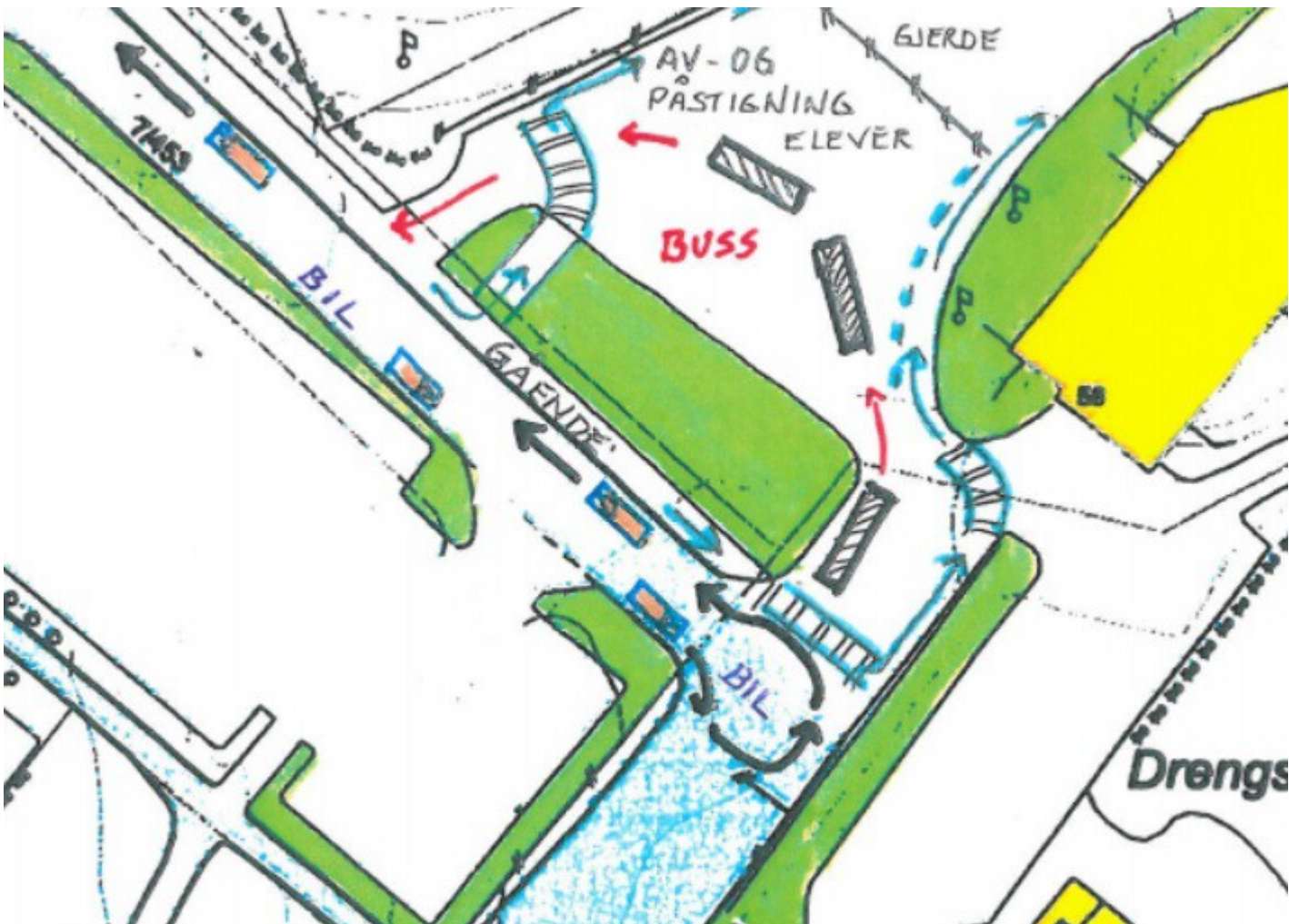
Drop-off and pick up plan.

Pick-up and drop-off

Driving into the playground is now *strictly forbidden*. Under no circumstances is it allowed to drive into the playground. Two options exist for parents for dropping your children:

1. Drop-off on the main road.

Drive up on the right to the end, u-turn and drop-off where the word 'GÅENDE' is written above. This is drop off and pick up only – no parking.



2. Parking in the car-park and walking in with your child.



Pedestrian crossings have been marked out as per the first picture. Please help us by encouraging children to cross in these specific areas.

Pick-up (collection at the end of the day)

Collection is to take place in the same fashion, unless we identify a problem with the system. All children will be assembled at the fence inside the main entrance/playground. Parents have two options:

They walk down to the fence area to collect their child – using the marked pedestrianised areas. It is important adults are following the system we wish children to follow.



They drive to the pick up point (where it says GÅENDE in the picture above). There will be a representative from Asker International School standing here who will call the child to come forward when the parents pull up. This is only for people doing a pick-up. Those wishing to get out of their cars need to park in a different location marked above.