

SKAGERAK

INTERNATIONAL SCHOOL

MIDDLE
SCHOOL



Student Planner 2023-2024

Name:

PENSTRIPPE



SKAGERAK

INTERNATIONAL SCHOOL

VISION

An open-minded community that fosters lifelong learning in a global context.

Med åpenhet fopstrer vi livslang læring i en flerkulturell sammenheng.

MISSION

To inspire, guide and challenge students to be actively involved in a caring and committed internationally-minded and bilingual community; engaging students in learning that enables them to succeed and encouraging them to assume responsibility.

Å inspirere, veilede og utfordre elevene til å bli aktivt involvert i et internasjonalt og tospråklig skolesamfunn; å engasjere elevene i læring som gir dem muligheter til å utvikle seg selv og til å bli ansvarlige og ansvarsbevisste mennesker.



front cover artwork: Clara Barros MY4

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Who's Who in the Middle School

Help from your subject teachers

Students often ask teachers to help them with their work – by giving feedback, answering questions or clarifying instructions.

DO NOT HESITATE to ask your teachers to help you.
Otherwise, they will not know that you need help!

Ways to do this:

- Tell your teacher at the start of the class that you have something to discuss – maybe there will be time to address it during the class.
- Ask to speak to your teacher after class e.g. at break or lunchtime, or after school.
- Make an appointment to do some extra study with your teacher if you need it.
- Teams message or email your teacher if you have questions: teachers' email addresses are on the school website and follow the pattern
firstname.surname@skagerak.org
- Attend study hall at lunch hour for help from a teacher or get structured time to complete tasks.
- Attend regular sessions that are run by some subject teachers e.g. Math help sessions.

Here are some other situations that sometimes occur, and who you should go to for help.

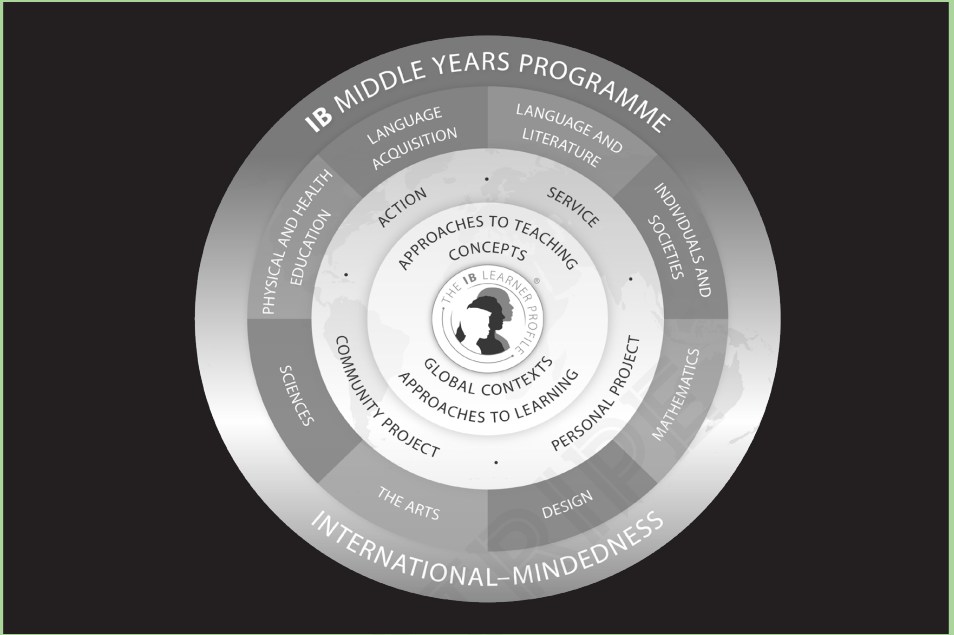
Issue	Position	Person
You have to hand in an absence note	Contact teacher	For your class
You have something valuable at school that you would like us to look after for the day	Any teacher	
You notice something damaged or broken that needs to be fixed	Contact teacher; Head of MS	For your class; Mr Tony Egan
You have damaged or broken something yourself (e.g. accident)	Contact teacher; Head of MS	For your class; Mr Tony Egan
You have lost something	Lost & found – retrace your steps; place an announcement on MS Student Team	
It's still lost! OR you think it may have been stolen	Head of MS	Mr Tony Egan
You wish to appeal your achievement levels / grades	MYP Coordinator; Head of MS	Mr Dylan Carter; Mr Tony Egan
You have concerns or suggestions about the MYP curriculum	MYP Coordinator	Mr Dylan Carter

Issue	Position	Person
You don't understand something about the way you were assessed in a subject	Subject teacher; MYP Coordinator	Various; Mr. Dylan Carter
You are unsure about something to do with academic integrity e.g. referencing, plagiarism	MYP Coordinator	Mr. Dylan Carter
You have concerns about a teacher or the way a subject is being taught	subject teacher, then MYP Coordinator, then Head of MS	various; Mr. Dylan Carter; Mr. Tony Egan
You want to bring a guest to school or to a school event that is not public	Head of MS; Director	Mr. Tony Egan; Mr. James Tester
You need to leave school during the day because you are unwell or because you have an appointment	Head of MS; school counsellor	Mr. Tony Egan; Ms. Kathrine Fredriksen
You would like a locker, or have a problem with your locker	Head of MS	Mr. Tony Egan
You need a bus card, temporary bus pass, ID card	Office Manager	Ms. Cindy Hvidsten
You are late for school and need a slip to get into class	Office Manager	Ms. Cindy Hvidsten
You have a problem with using the school network or printing service	IT Administrator; MS Tech support	Mr. Morten Holbein;
You need to apply for days off school for a special reason	Head of MS; Director	Mr. Tony Egan; Mr. James Tester
You need information about careers	school counsellor	Ms. Kathrine Fredriksen
You need information about anything to do with the Norwegian education system	school counsellor	Ms. Kathrine Fredriksen
You need information about anything to do with schools in other countries	Head of MS	Mr. Tony Egan
You need a school reference or transcript	Head of MS; MYP Coordinator	Mr. Tony Egan; Mr. Dylan Carter
You have personal issues or problems that you would like to discuss	Contact teacher OR School counsellor	For your class; Ms. Kathrine Fredriksen
You would like to see the school nurse	School counsellor	Ms. Kathrine Fredriksen
You are experiencing difficulties with some or all of your schoolwork	Any teacher that you feel comfortable speaking with	
You are experiencing conflict with another student	contact teacher Head of MS; school counsellor	For your class; Mr. Tony Egan; Ms. Kathrine Fredriksen
You are experiencing teasing or bullying	Any teacher that you feel comfortable speaking with	
You have a concern about another student e.g. a problem, inappropriate behaviour	Head of MS; school counsellor	Mr. Tony Egan; Ms. Kathrine Fredriksen

Remember! If you approach any member of staff about a concern or a problem

- You will be listened to;
- It will be taken seriously;
- Something will be done about it.





What is the MYP?

The goal of the IB is to provide students with the knowledge, skills and attitudes which will enable them to create a better world. The MYP, along with the other IB programmes in the continuum (PYP, DP and CP) encourage students to become *'active, compassionate and lifelong learners who understand other people, with their differences can also be right.'* (www.ibo.org)

The International Baccalaureate (IB) Middle Years Programme (IB MYP) was originally developed by the International Schools Association and then further developed by schools during the early 1990s. It is an educational framework (ages 11-16) for international schools and is now being taught and implemented worldwide. The IB MYP is geared to meet the needs of IB World Schools, in both international and national school contexts.

**Learn more
about the MYP**



MYP Teaching & Learning

The MYP curriculum is holistic, that is, it gives students a balance for a wide variety of learning experiences.

There are eight subject groups:

Language
Acquisition

Language &
Literature

Individuals &
Societies

Physical &
Health Education

The Arts

Design

Mathematics

Integrated
Sciences

In addition, students work across subject areas at least once per academic year. This Interdisciplinary unit allows students to engage in their learning from integrated and creative ways.

The following concepts make the MYP unique:

i) Global contexts provide shared starting points for inquiry into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement.

ii) Key and related concepts are big ideas, which form the basis of teaching and learning in the MYP. They ensure breadth and depth in the curriculum and promote learning within and across traditional disciplines.

iii) Approaches to Learning (ATL) are a unifying thread throughout all MYP subject groups, are skills which help students manage their own learning. They provide a foundation for success in further education and the world beyond the classroom. By developing social, thinking, research, communication and self-management skills, students become more effective, independent learners.

iv) Service as Action are essential components of the MYP, set out clear learning outcomes that grow from students' participation in local and global communities. MYP projects are informed by respected models of service learning and provide stepping stones toward the Diploma Programme's core requirements for Creativity, Action and Service (CAS). Students must take initiative to join or create their own opportunities based on their own interests, knowledge or skills gained through their units of study or connection within the community. Parents are encouraged to assist in helping to foster the importance of service from home as well.

v) The personal project, for students completing the programme in our 5th year (Y11), is a culminating experience in which students apply their approaches to learning skills to complete an extended, self-directed piece of work. This required component provides opportunities for creative and truly personal demonstrations of learning.



IB learner profile

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

As IB learners we strive to be:

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

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

CARING

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

RISK-TAKERS

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

BALANCED

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

REFLECTIVE

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

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

Assessment in the MYP

Assessment in the MYP planning process

As parents/students, you receive semester reports twice a year. These contain summative achievement levels in each subject, as well as an overall grade score. The levels you see are the result of a long process. Subject teachers plan learning experiences to create the best possible opportunities for learning for your child. Their progress is assessed throughout the learning process.

How assessment works in the MYP

In all MYP subject areas, assessment is based on criteria. These allow students and teachers to measure how much progress has been made in achieving the subject objectives. Each subject has a number of different criteria which are used to evaluate students' achievement. Sometimes all criteria are applied to an assessment task; sometimes only selected criteria are applied. The criteria are set aims for the end of MY1, the end of MY3 and the completion of the program.

Examples of criteria from different subjects:

MATHEMATICS

Criterion A: Knowing and Understanding
Maximum: 8

At the end of year 1, students should be able to:

- select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- apply the selected mathematics successfully when solving problems
- solve problems correctly in a variety of contexts.

LANGUAGE AND LITERATURE

Criterion B: Organizing
Maximum: 8

At the end of year 3, students should be able to:

- employ organizational structures that serve the context and intention
- organize opinions and ideas in a coherent and logical manner
- use referencing and formatting tools to create a presentation style suitable to the context and intention.

Learn more
about MYP
Assessment



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For each criterion there are level descriptors that describe, at different levels of achievement, what a student knows, understands or is able to do. These descriptors explain what a level of achievement means in terms of a student's learning and progress towards a subject's objectives.

The table below shows an example set of level descriptors from MY4 Language and Literature.

Achievement Level	Criterion A: Analysing
1-2	<ul style="list-style-type: none"> • provides limited analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts • provides limited analysis of the effects of the creator's choices on an audience • rarely justifies opinions and ideas with examples or explanations; uses little or no terminology • evaluates few similarities and differences by making minimal connections in features across and within genres and texts.
3-4	<ul style="list-style-type: none"> • provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts • provides adequate analysis of the effects of the creator's choices on an audience • justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology • evaluates some similarities and differences by making adequate connections in features across and within genres and texts.
5-6	<ul style="list-style-type: none"> • competently analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts • competently analyses the effects of the creator's choices on an audience • sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology • evaluates similarities and differences by making substantial connections in features across and within genres and texts.
7-8	<ul style="list-style-type: none"> • provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts • perceptively analyses the effects of the creator's choices on an audience • gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology • perceptively compares and contrasts by making extensive connections in features across and within genres and texts.

Using a clear set of criteria is very helpful for students because they will know what the learning expectations are for a particular level of achievement prior before attempting an assignment. The criteria also help teachers to clarify expectations in a way that students will understand. Additionally, students are able to monitor their own progress.

Formative assessment

Some assignments in the MYP subjects are used for formative assessment. This refers to the ongoing assessment during the learning process that gives students and teachers important information used to modify teaching and learning activities in such a way that students are able to improve their achievement.

Summative assessment

At the end of a learning period, for example a unit or a project, summative assessment tasks are carried out. These summarize what a student knows, understands and/or is able to do. An example of a summative assessment is a report grade.

Report grades

Progress reports are issued in January and June of each academic year and provide a summary of student progress in each MYP subject. A subject report shows a summative achievement level for each criterion, as well as an overall grade. This report grade is calculated by adding together the achievement levels of a subject and then applying the MYP grade boundaries to the level total.

MYP subject assessment criteria

The following assessment criteria have been established by the IB for the MYP. At Skagerak, all summative assessment in the MYP is based on these assessment criteria.

For each assessment criterion, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 0. Maximum levels of achievement are indicated in the tables below.

The descriptors concentrate on positive achievement, although failure to achieve may be included in the description for the lower levels.

Subject Criteria	A	B	C	D
Language & literature (ENG/NOR)	Analyzing	Organizing	Producing text	Using language
Language acquisition (LAQ)	Listening	Reading	Speaking	Writing
Individuals & societies (I+S)	Knowing & understanding	Investigating	Communicating	Thinking critically
Sciences (SCI)	Knowing & understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics (MATH)	Knowing & understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Arts (Visual & Performing)	Investigating	Developing	Creating/ Performing	Evaluating
Physical & health education (PHE)	Knowing & understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design (DES)	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
MYP Personal Project (PP)	Planning	Applying	Reflecting	
Interdisciplinary (ID)	Evaluating	Synthesizing	Reflecting	

Assessment Appeals

Terms:

LEVELS OF ACHIEVEMENT – the judgments are made for your level of achievement against the various criteria in the subject, for different tasks.
GRADES – the numbers (1-7) that you receive on your semester one and two reports.

Levels of achievement

If you wish to appeal any of the assessment results that you have achieved, there are some things you can do.

1. Go carefully through the assignment/task, the teacher's feedback and the assessment rubric. See if you can understand why the teacher has given the levels that you do not understand. Ask others to review the documents, and see whether they can understand.
2. Ask to speak to your teacher and find out what his/her explanation is.
3. Self-assess the work using the rubric. Make sure you can find evidence in the work which supports your opinion.
4. You may then ask to speak to either the MYP Coordinator or the Head of Middle School (MS) and ask for the assessment to be reviewed.
5. The MYP Coordinator and the Head of MS will discuss and investigate the case.
6. There will be a review meeting. During this meeting you will have the opportunity to explain your self-assessment, going through the criteria and pointing out the evidence that supports your opinion.
7. A decision will be reached about whether to change the level awarded or not. The Head of Middle School's decision will be final.

Grades

1. If you think there is an error with the report grade, please inform the MYP Coordinator so that our data processing/proof-reading can be checked. It may just be a simple mistake, in which case a replacement will be issued.
 2. If you do not agree with the grade you have received, you should review all of your assessed work for that reporting period, plus the general descriptors, and see whether the evidence justifies the grade awarded.
 3. If you still think there is a problem, you should contact the Head of MS who will conduct a grade review.
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4. When all information is gathered together, a meeting will be held to discuss the matter. You will be asked to explain and justify your opinion, with evidence.

5. A decision will be reached about whether to change the grade or not. The Head of Middle School's decision will be final. If changes have been, replacement documents will be issued.

As an independent learner, it is your responsibility to read the criteria carefully and to understand how your work is being assessed. Please ask if you don't understand!

MYP certification

In the final year of the MYP (Y11), students must develop a personal project independently, which is externally validated by the IB. Producing a truly personal and creative piece of work over an extended period stands as a summative review of their ability to conduct independent work.

At the same time, students can register for **optional** external assessment (eAssessment) in all other elements of the programme. It offers students the chance to earn a formal, internationally recognised certificate if they meet the success criteria. Once a student registers for eAssessment in the MYP, they participate in these two types of examinations:

ePortfolios of coursework, including a compulsory ePortfolio for the personal project.
On-screen examinations, with each exam lasting two hours (SCI, ENG, I+S, MATH, LAQ, ID)

MYP eAssessment

The mandatory personal project and the optional ePortfolio course works are subject to external moderation of teacher's internal marking. On-screen examinations are externally marked by trained IB examiners.

For an overview about our school's process, please see the MYP Certificate guidelines on the school website.

Learn more
about MYP
e-Assessment



MYP Grade Boundaries (All subjects)

Grade	Boundaries	Descriptor
7	28 - 32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
6	24 - 27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
5	19 - 23	Produces generally high-quality work. Communicates reliable understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, and, with support, some unfamiliar real-world situations.
4	15 - 18	Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
3	10 - 14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
2	6 - 9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1	1 - 5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

Homework Guidelines for the Middle School

Homework is an expectation of students in the school. You are encouraged to develop routines for continuing your learning at home. We want learning to be something that happens everywhere, not just in the school buildings. We want you to be self-motivated and independent learners and inquirers. By Y11 you will be expected to be able to completely manage your own learning so that you are ready for higher secondary study and beyond.



Homework needs to:

- **Have a purpose.**

Does it help you meet the objectives for your learning?

- **Be relevant.**

Can you see the point of the homework? Does it have meaning to you? Does it help you make progress towards gaining the knowledge, understanding or skills that you will need later in life?

- **Be manageable.**

Are you starting tasks early enough so that you have time to complete them? Is the homework you are doing necessary or as a result to ineffective use of time in class? Are you working systematically? Efficiently? Are you concentrating fully so that a thorough job is done in a minimum of time?

Some questions to ask yourself when you are thinking about your homework:

- What do I find interesting about this?
- Why do I need to do this?
- How much do I care about doing well and being successful?
- What will be the advantages of doing this work now?
- Do I have good approaches to learning – am I as efficient as I could be?
- How will other people respond to the decisions I make about my homework?

Don't forget: the IB learner profile emphasizes being knowledgeable, inquiring and thinking, but it also shows that the school wants to help you grow up as balanced individuals – as people who develop many interests and talents, as well as a determined and self-disciplined approach to life- long learning and to work.

You have four types of homework to balance:

Practice / Preparation	Major assignments	Revision	Ongoing
<ul style="list-style-type: none"> Practice and develop your skills. Become more knowledgeable about a topic e.g. read, investigate. Learn or practice new language. Prepare for your next lesson. Revise the previous lesson and develop the ideas further. 	<ul style="list-style-type: none"> Make sure you understand the task. Make sure you understand how the task will be assessed – read the criteria thoroughly. Break the task down into steps. Organize a timeline for the tasks so they are spread out. Leave yourself plenty of time so you do not have a last-minute rush. Build in extra time in your process so that you can get feedback, deal with problems, collaborate, self-assess etc. 	<ul style="list-style-type: none"> Make sure your papers, digital notes etc. are complete, organized and all together where you can find them. Go through what you have learnt before to remind yourself. Fill in the gaps – anything you didn't understand before. Make notes, mind-maps, lists, diagrams etc. to revise. Practice answering questions. Make sure you are thoroughly prepared for tests and exams. 	<ul style="list-style-type: none"> Review progress and process – ongoing reflection: developmental workbooks, process journals, design folder. Maintain lists of vocabulary e.g. terminology for technical subjects. Read for language subjects e.g. English, Norwegian. Background reading and reading for pleasure. Maintain fitness. Practice other subject-related skills e.g. musical instruments, DES.

- A calendar of major assignment deadlines, tests and exams, is published on ManageBac/Toddle.
- There will be times when there are not so many demands, and there will be times when the end of a term or a semester is approaching and there will be quite a few assignments due.
- The amount of homework per night will vary, depending on class assignments (younger students) and on how the student is scheduling and managing their own time (older students). However, general guidelines for homework time are as follows:

	Daily:	Weekly:
MY1-2	Students should plan to do no more than the following: 90 minutes, plus reading	Students should plan to do no more than the following: 9 hours per week plus reading
MY 3-4	120 minutes, but with more independent scheduling of time.	12 hours per week plus reading

Consequences of late work

Teachers will give you dates by which you should have your homework done. Major assignments usually have deadlines for final submission and these are known well in advance.

Any of the following consequences could result from homework or assignments not being done on time:

- The teacher will negotiate another convenient deadline with you.
- You might be required to catch up on your work at break or at study hall during your lunchtime.
- You might be required to complete work after school, with 24 hrs notice.
- Parents may be informed by a homework alert on ManageBac/Toddle.
- Parents may be asked to come into the school for a meeting so that an intervention plan can be put into place.
- You may be put onto daily report.
- You may be directly supervised by senior staff members.
- In cases where the problem is ongoing, and attempts to improve have failed, your place at the school may be reviewed.

Will grades be affected by late work?

- It is not the school's policy to deduct 'points' for late work. Your work will either be assessed or not.
- There are also criteria in some subjects which measure how well you have carried out a process, which you cannot do if you leave everything until the end. High levels of achievement are attained by students who follow the process consistently e.g. Arts, Design, I+S.
- If your work is handed in late, the teacher may accept it but does not need to give you feedback and after subsequent instances at older grades, they could decide not to accept it.

Situations when work cannot be done on time

Everyone has times when situations arise, and you cannot get work done in time. If there is a particular problem which affects your homework – please let us know.

Two good ways of doing this are:

- Asking to speak to your teacher and discussing the situation yourself; (preferred)
 - Asking your parents to get in touch with either your teacher, your contact teacher or school administrator.
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Positive Behaviour Policy

A Code of Conduct

At Skagerak International School we aim to create a caring and respectful community, which fosters a positive learning environment.

All students are encouraged and expected to be responsible and show respect for themselves, others, school property and the learning environment.

B Rights and Responsibilities

Skagerak International School will promote an atmosphere that develops the health, well-being and learning of all. The school and all its students, regardless of gender, ethnic background, age or ability have the right to a safe, caring and supportive environment.

Students have the **right** to:

- Be respected by others and have your property respected
- Be treated and valued as an individual
- Be free from all forms of bullying
- Have a safe and productive school environment

Students have a **responsibility** to:

- Be accountable for their own behaviour
- Show respect for others and their property
- Show respect for the teaching and learning
- Be punctual and prepared for class time, meetings, appointments and deadlines
- Keep the school and its grounds clean and tidy
- Be respectful of the School and its property
- Be a positive ambassador for the School

C Accepted Behaviours

At Skagerak International School great emphasis is placed on the IB's Learner Profile and positive reinforcement. In order to establish an environment that cultivates positive attitudes and actions. The school is an inclusive institution that respects the rights of all its members. As a community it is our responsibility to adhere to the following:

Principled

- Being truthful
 - Being principled when conflict arises
 - Following the behaviour expectations of the school
 - Turn off mobile telephones during lessons/ meetings.
 - Reporting bullying
 - Making healthy choices (healthy food, no gum/snus/alcohol/smoking/illegal substances)
 - Using technology appropriately
 - Completing assignments thoughtfully and in a timely manner
 - Demonstrating positive behaviour in the classroom
-

Caring

- Putting belongings in the appropriate place
- Picking up litter
- Taking care of all school property (no graffiti or other wilful damage)
- Reporting damaged property
- Reporting theft
- Returning items to the lost and found or a teacher

Communicator

- Respecting others
- Supporting others
- Helping others
- Welcoming and caring for new students
- Reporting bullying
- Being an active and engaged learner

Positive consequences (examples)

- Verbal recognition of positive behaviour
- House Team points
- Complimentary notes from students, teachers, principal
- Complimentary notes home to the parents from teachers/principal
- Community-wide recognition (merit mentions, blog entries, etc.)
- Extra free time/break for the class

D Supporting Positive Behaviours within our Community

All our students deserve to have a positive, engaging and supportive learning environment where respect, kindness and team spirit is a given and an intrinsic part of our culture. The school community must work together and promote these values.

Negative behaviours will not be tolerated and everyone in our community should be aware that appropriate action will be taken therefore. The action taken will be determined by the severity of the behaviour and the frequency of it occurring.

Within the school environment, we know that students learn valuable life lessons. We hope these are positive ones. For everything else, we want to make sure that the student can 'make it right' by recognising how their behaviour has impacted others and to demonstrate that they have learned from that through positive action.

The following are examples of unacceptable behaviours within our school community.

Physical Harm

- Throwing objects. *Examples include rocks; sand; snow; ice.*
- Engaging in violent behaviour where a student or any person associated with the school is physically harmed or threatened. *Examples include pushing; hitting; spitting; biting; scratching; tripping.*
- Any other action that poses a health and safety risk to any member(s) of the Skagerak Community.

Emotional Harm

- Engaging in or threatening any form of behaviour or language that causes others to be humiliated or fearful. *Examples include teasing; name calling; gossiping.*
- The use of insulting comments about intelligence, size, ability, race, colour, religion, ethnicity, gender, or sexual orientation.
- The use of racially offensive words, comments and slang.
- Exclusion of others. *Examples include games; conversations; activities.*
- Profanity. Use of vulgar or obscene language and gestures.
- Harassment (verbal or sexual).

Classroom Behaviour

- Not following the essential classroom agreements, created by each class as a community.
- Rude and disrespectful behaviours.
- The deliberate disruption of lessons through behaviour that is seen to be unreasonable by staff or other students including the unauthorised use of games, toys or other electronic devices during class teaching time.
- Not respecting one's work or the work of others.
- Plagiarism/cheating.
- Repeatedly failing to comply with reasonable requests by teachers or other persons who are acting on the School's behalf.
- Mobile phones should not be used or heard during school time without teacher approval or during approved times. Inappropriate use of phones, including cameras on the phones, will result in short-term confiscation.

Prohibited Substances

- Nicotine products such as snus, cigarettes and vape pens are not allowed on campus and will be confiscated.
- Energy drinks are not permitted on school campus.
- Chewing gum in any part of the school (including the playground) and on school transport.
- Eating or drinking of anything other than water during class time without teacher approval.
- Behaviour that involves the use, storage, supply or abuse of alcohol, cigarettes / e-cigarettes, drugs or illegal substances on school premises or during a school supervised event. Such behaviour will be reported to the appropriate authorities.
- Use of lighters, matches, explosive materials and aerosols unless under supervision of a member of staff.

Vandalism and Theft

- Littering.
- Deliberately damaging the school's property and/or the property of others. If the student damages school property, the parents are held responsible for the damage. Parents will be expected to repair or replace the item/s with a cost up to 5,000 NOK for each single item damaged, aligning with Skadeerstatningsloven (Norwegian law of compensation) § 1-2.
- Purposely mishandling equipment.
- Stealing, hiding or purposefully taking objects that do not belong to you.

Electronic Devices

- Use of school or personal electronic equipment and devices for harassment or bullying, or to transmit inappropriate or threatening messages or images will be regarded as serious matters.
- Students are not allowed to take pictures or videos of others without their consent.
- The use of the school internet to download, read or disseminate pornographic or racist materials is strictly forbidden and is a violation of Norwegian law.

Dress Code

- Wearing hats, caps, or hoods inside the classroom.
- Clothing that is unsuitable for the school day.
- Wearing clothing displaying inappropriate wording, obscene language, vulgarity, drugs or alcohol.

E. Managing Negative Behaviours in the Classroom

The classroom teacher is responsible for managing the behaviour within their classroom. It is also their responsibility to communicate and reinforce positive behaviours to their students. Should a student fail to meet these expectations the School will take the following steps.

Level 1: Low Level

Examples Chewing gum in class; using offensive language; wearing inappropriate clothing; one-off disruptive behaviours during class teaching time (talking to friends, not listening to teacher); unauthorised use of device(s) during class-time.

Step 1

Verbal warning issued. Student expected to 'make it right' under the supervision of a teacher.

Step 2

If the behaviour is repeated for a second time, the student will be sent to an alternative, supervised learning environment. Incident recorded on the school's monitoring software. Parents or guardians are notified by email and / or telephone call.

Step 3

If negative behaviour continues after Step 2, action will be taken as for Level 2.

Level 2: Frequent Disruption or Significant Unacceptable Behaviour	
<i>Examples</i>	<i>Disrespecting any person or group of people within the school community (staff, student, visitor or parent); fighting; repeating Level 1 behaviour despite warnings.</i>
Step 1	The teacher will contact the parents/guardians by email and telephone. Incident recorded on school's monitoring software.
Step 2	The contact teacher will inform the Head of School.
Step 3	Formal warning issued to the student. Parents, staff and the student will take part in a discussion to try and identify needs with a view to resolving the problem. If there are more than three Level 2 incidents in one term the student will be put on a monitoring system that is section specific through the respective contact teacher and Head of School. The Director of School will become involved.
Step 4	The student will 'make it right' by writing a reflection and formal apology. These will be signed by the student's parents or guardians and returned to the Director of School.
Step 5	If negative behaviour continues after Step 4, action will be taken as for Level 3.

Level 3: Serious Incident or Continued Unacceptable Behaviour	
<i>Examples</i>	<i>Bullying; possession of prohibited substances; alcohol consumption; theft; vandalism; physical harm. Continued level 2 behaviour despite warnings.</i>
Step 1	The student will be suspended (internally or externally) for a period of 1, 3 or 5 days. The duration will depend on the circumstances and severity of the incident.
Step 2	There will be loss of school privileges (example break-time, school trip).
Step 3	The student will 'make it right' by writing a reflection and formal apology. These will be signed by the student's parents or guardians and returned to the Director of School.
Step 4	A decision will be made on whether the student is able to remain at the school. This decision will be made taking into consideration the best interests of all students and follows Norwegian Law.

F Safe Learning Environment

Skagerak International School, has a “zero tolerance” policy towards bullying. Bullying is defined as unwanted, aggressive behaviour among people that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose.

Skagerak International School encourages everyone to be self-confident and caring towards each other, to help others who are not being treated fairly or find people to help. Our curriculum embodies the mission statement for the IBO which states:

‘The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.’

Proactive Measures by the School

- Staff practice with the students how to assert oneself and to report any instances of being treated in a disrespectful manner.
- Students that have more difficulty making friends are assisted with social skills to help them in their peer group.
- Meetings are used to discuss acceptable and unacceptable behaviour.

Proactive Measures by the Staff to Prevent Bullying

- Staff are to be aware of the relationships between students inside the classroom and outside.
- They understand that adults must intervene right away when someone is bullied.
- They look for bullying behaviour on a daily basis, such as an individual or group of people who either repeatedly ignore or consistently treat someone in a demeaning way, or target an individual with negative acts.
- Staff look people who cannot defend themselves, have few friends, and also individuals who stand by when another person is bullied.
- Staff look for individuals who defend themselves aggressively but are then manipulated by others in order to get a reaction.
- When a staff member sees or suspects that a person is being bullied, it is reported to administration immediately, in addition to ongoing classroom activities mentioned above.

School Measures for Instances of Bullying

If someone is bullied by another person, we do the following:

- Listen to and act upon their concerns.
- Give them reassurance and support.
- Share what has happened with their parents, explaining that the individual who did the bullying is being helped to adopt more acceptable ways of behaving.

If someone bullies another person, we do the following:

- Refrain from labelling students who bully as 'bullies'.
- Intervene to stop the individual from harming others.
- Explain to the individual why their behaviour is not acceptable.
- Help them to recognize the impact of their actions.
- Ensure that they receive positive feedback for considerate behaviour and are given opportunities to practice and reflect on considerate behaviour.
- Recognise that these individuals may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others.
- Discuss what has happened with their parents and work out with them a plan for handling their behaviour.

- Follow national requirements for Opplæringsloven §9A (The Pupil's School Environment Law), where necessary (see below)

Cyberbullying

Cyberbullying is bullying that takes place using electronic technology. The protocol is the same for cyberbullying as for the bullying. Examples of cyberbullying include:

- Mean text messages or emails
- Rumours sent by email
- Logging into someone's account
- Inappropriate posts or messages (embarrassing pictures, videos, websites, or fake profiles).
- Deliberately excluding others

The school's Acceptable Network Use Agreement, which everyone signs before using the school's network, describes in detail appropriate netiquette and unacceptable use of the school's network. The agreement is reviewed with everyone at the beginning of the year.

Opplæringsloven §9A (The Pupil's School Environment Law)

ALL EMPLOYEE AND OTHER ADULT RESPONSIBILITIES:

- **Be aware** whether pupils have a positive and safe psychosocial environment
- **Intervene** in cases of bullying, violence, discrimination or harassment.
- **Report** to the Management in writing if a teacher or adult suspects or are aware of a pupil who does not have a positive and safe Psycho-Social environment.

ADDITIONAL MANAGEMENT RESPONSIBILITIES

- **Investigate** all situations where students, parents or other relevant parties report problems with the psychosocial environment
- **Take appropriate action** in relation to all identified problems.

PUPILS' RIGHTS & RESPONSIBILITIES:

*Pupils have the **right** to:*

- Be respected by others and have their property respected
- Be treated and valued as an individual
- Be free from all forms of bullying
- Be part of a safe and productive school environment

*Pupils have a **responsibility** to:*

- Be accountable for their own behaviour
- Show respect for others as well as their property
- Show respect for the teaching and learning in the classroom
- Be punctual and prepared for class time, meetings, appointments and deadlines
- Be respectful of their school by keeping the school and its grounds clean and tidy
- Be a positive ambassador for the school

Responsible Use of Digital Technology

Skagerak International School is committed to delivering high quality education in line with the current best practices regarding the integration of technology. We believe that students thrive in an environment in which technology is used to positively enhance their educational opportunities. Our Bring Your Own Device (BYOD) program enables students to take ownership and responsibility of their learning as well as continue their growth as digital citizens. At SIS we believe in a balanced and holistic approach to technology use and purposefully encourage students to be mindful of living a healthy digital lifestyle. Outlined below are the BYOD expectations of an SIS student. If these expectations are not upheld, the SIS Behavior policy will be used as a guide for consequences.

Technology for Education

During the school day, students will primarily use technology for educational purposes only. This includes but is not limited to school devices, Wi-Fi, and BYOD devices. These devices should only be used during agreed upon times.

Respect

In the digital world, students will conduct themselves as they would in real life. This includes being respectful to all people on any website, social network, or other Forms of communication. They will not post disrespectful/ vulgar comments, images, videos, or music. They must remember they are ambassadors of the SIS community at all times. Any decision made in the digital world that affects the SIS community, on or off campus, falls under the school's Behavior Policy.

Permission

Students must gain permission before photographing, recording, or posting personal details, such as names and addresses, of a teacher or a student. They will follow SIS's academic integrity policy by giving recognition of all digital sources used. Students should use open source material whenever possible. As well, students need to be thoughtful about who they share their own files and material with online as this allows others to claim these items as their own.

Responsibility

Students will take full ownership and responsibility for their digital life. This includes caring for their devices appropriately, having a responsible, respectful, and safe online presence, and managing their electronic documents, videos, photographs, or other data. They will come to class prepared with a charged laptop which meets the minimum specifications and required access.

Privacy

Students will keep all of their account details and passwords private and will lock their device when not in use. Students will not use the accounts/ login details of other students or teachers. They will not use, share, or post the account details, or credentials, of any other SIS community member. This includes but is not limited to internet/Wi-Fi access, ManageBac, and Microsoft products.

Academic Integrity

In line with the IB, Skagerak International School is committed to promoting principled academic behaviour and there are measures in place to ensure this. For example, you should not use materials without permission in your work that are the intellectual property of others e.g. music, film, video, images. Academic integrity also applies to copyright, which is the ownership of intellectual property.

Academic integrity is seen by the IB as a set of values and skills that promote honesty and good practice in teaching, learning and assessment. You are expected to maintain a high standard of academic honesty at all times. In practice this means avoiding behaviour that results in, or may result in, you or any other student gaining an unfair advantage. A violation of standard academic practice, such as committing plagiarism, will constitute a breach of the general regulations and be treated as malpractice by the IB.



Malpractice includes:

plagiarism

the representation of the ideas or work of another person as the student's own

collusion

supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another

duplication of work

the presentation of the same work for different assessment components and/or class requirements

or any other behaviour that gains an unfair advantage for a student or that affects the results of another student (for example, using unauthorized material during an assessment)

* please see the school's full Academic Integrity policy available on the school's website.

Citing and referencing – MLA style

Proper citation is important in our work. As mentioned previously, ‘when we use other peoples’ words, work and ideas to support our own ideas, or to demonstrate an opinion, it is essential that we indicate the words and work we are using’ (IBO, Effective citing and referencing)

If we fail to show when we are using someone else’s work, it is misleading to the reader as we give the impression these ideas are our own. This may be deemed as academic misconduct and has consequences within our school. Please refer to our Academic Honesty policy for more details.

There many different formatting styles that can be used. **At Skagerak, we expect that all students would be using MLA to format any work.** The Modern Language Association (MLA) gives us a standardized way to document your sourced materials. Once you are in high school, different subjects may require you to know other formatting styles. There are 2 distinguishing features that can be seen with MLA.

i) **In-text referencing** (also called body- text referencing or parenthetical citation)

This is how it looks in the text of your work:

“In 2007, 37 percent of American adults sought medical information from the internet regarding a health problem they were experiencing before consulting a doctor” (Smith 38).

In the example above, notice that the author’s name and the page number on which this fact was found are set off from the text within parenthesis. Note also that the punctuation of this parenthetical citation is also important. The reader would understand from this citation that on page 38 of Smith’s book, this fact is mentioned. Furthermore, since the words are contained within quotes, the above example illustrates that this is a direct quote from that page.

Here is an example of the same idea presented as an indirect quote: Instead of going to a doctor right away, a recent study found that 37 percent of Americans are now turning to the internet for medical information (Smith 38).

ii) **Works Cited:** A “Works Cited” page is the name that MLA gives to a bibliography. It is a listing of all of the sources you cited in the body of your paper.

Here are a few things to keep in mind about the “Works Cited” page:

1. The “Works Cited” page is always going to be the last page of your essay or report. You should type the words “Works Cited” and center it on the page.
2. Each entry must be complete and accurate. To see examples of common sources in correct bibliographic format click on the links below.
3. Each entry reads like one long sentence. What this means is that it does not matter where the second line begins in an entry; it begins on the second line only because you ran out of room on the first line.
4. The second and subsequent lines are always indented five spaces.
5. The sources are listed alphabetically by the first word or name of the entry. This first word or name should be what you use in your parenthetical citation.

There are many examples of MLA Citation depending on the *type* of source you have used (book, website, video, interview, podcast, code etc.). The *way* you format the citation is an important part of the style therefore you need to follow the order and punctuation for it to be correct. This is a skill we practise in the middle school but you should be able to follow the format. For examples of how to format in MLA, please follow the links below:

Use a citation generator to help you get the format correct



SCAN ME

Learn more about MLA Citations from the OWL at Purdue



SCAN ME

Learn more about Effective Citing from the IB



SCAN ME

Citing and Referencing – Checklist

Use the checklist below to help remind you of when you need to cite information in your tasks. This is not only for a report or essay, but also applies to a poster or visual presentation if it is summative work. If you have questions about proper formatting, use the previous pages to help you or see your subject teacher.

Questions to ask prior to submission	
When you have used an author's exact words, have you put "quotation marks" around the quotation and named (cited) the original writer? (If you indent your quotation(s), quotation marks are not needed, but the author must still be cited; have you cited your indented quotations?)	
When you put someone else's thoughts and ideas in your own words, have you still named (cited) the original author(s)?	
When you use someone else's words or work, is it clear where such use starts—and where it finishes?	
Have you included full references for all borrowed images, tables, graphs, maps, and so on?	
Print material: Have you included the page number(s) of print material you have used (especially important with exact quotations)?	
Internet material: Have you included both the date on which the material was posted and the date of your last visit to the web page or site? Is the citation a direct link to the first word(s) of the reference?	
For each reference in the list of references (works cited/bibliography) at the end, is there a citation in the text?	
Internet material: Have you included the URL or the DOI? For each citation in the text, is there a full reference in your list of references (works cited/ bibliography) at the end?	
Do(es) the first word(s) of the reference link directly to the citation as used?	
Is your list of references (works cited/bibliography) in alphabetical order, with the last name of the author first?	



Still have questions? Ask our school librarian for help!

Service as Action

As part of the MYP, we use our knowledge, skills and interests to engage in local, national and global communities. Service involves giving of our time and effort but also teaches us a lot about ourselves and the world around us.

There are 7 outcomes which are considered in terms of: awareness for purpose, involvement in action and reflection (see them below).

Each year, middle school students must provide evidence for how they are working towards these service outcomes at the end of each semester. These reflections are included in each semester report card.

*Please see the school website for the Service as Action Handbook for more details.



Learn more about Service as Action in the MYP



Command Terms

When you read tasks, questions or criteria in rubrics, it is important to understand what the key words mean. Command terms are the words that tell you what you have to do. This table shows the purpose of a number of different command terms used in MYP and the DP.

Command term	Definition
Analyze	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)
Annotate	Add brief notes to a diagram or graph.
Apply	Use knowledge and understanding in response to a given situation or real circumstances. Use an idea, equation, principle, theory or law in relation to a given problem or issue. (See also "Use".)
Calculate	Obtain a numerical answer showing the relevant stages in the working.
Classify	Arrange or order by class or category.
Comment	Give a judgment based on a given statement or result of a calculation.
Compare	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
Compare and contrast	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Construct	Display information in a diagrammatic or logical form.
Contrast	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Create	Evolve from one's own thought or imagination, as a work or an invention.
Critique	Provide a critical review or commentary, especially when dealing with works of art or literature. (See also "Evaluate".)
Deduce	Reach a conclusion from the information given.
Define	Give the precise meaning of a word, phrase, concept or physical quantity.
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Derive	Manipulate a mathematical relationship to give a new equation or relationship.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Design	Produce a plan, simulation or model.
Determine	Obtain the only possible answer.
Develop	Improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Distinguish	Make clear the differences between two or more concepts or items.
Document	Credit sources of information used by referencing (or citing) following a recognized referencing system. References should be included in the text and also at the end of the piece of work in a reference list or bibliography.
Draw	Represent by means of a labelled, accurate diagram or graph, using a pencil. A ruler (straight edge) should be used for straight lines. Diagrams should be drawn to scale. Graphs should have points correctly plotted (if appropriate) and joined in a straight line or smooth curve.
Estimate	Obtain an approximate value for an unknown quantity. Evaluate
Evaluate	Make an appraisal by weighing up the strengths and limitations. (See also "Critique".)
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.

Explain	Give a detailed account including reasons or causes. (See also "Justify")
Explore	Undertake a systematic process of discovery.
Find	Obtain an answer showing relevant stages in the working.
Formulate	Express precisely and systematically the relevant concept(s) or argument(s).
Hence	Use the preceding work to obtain the required result.
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Interpret	Use knowledge and understanding to recognize trends and draw conclusions from given information.
Investigate	Observe, study or make a detailed and systematic examination, in order to establish facts and reach new conclusions.
Justify	Give valid reasons or evidence to support an answer or conclusion. (See also "Explain")
Label	Add a title, labels or brief explanation(s) to a diagram or graph.
List	Give a sequence of brief answers with no explanation.
Measure	Obtain a value for a quantity.
Organize	Put ideas and information into a proper or systematic order.
Otherwise	It is suggested that the preceding work is used, but other methods could also receive credit.
Outline	Give a brief account or summary.
Plot	Mark the position of points on a diagram.
Predict	Give an expected result of an upcoming action or event.
Present	Offer for display, observation, examination or consideration.
Prioritize	Give relative importance to, or put in an order of preference.
Prove	Use a sequence of logical steps to obtain the required result in a formal way.
Recall	Remember or recognize from prior learning experiences.
Select	Choose from a list or group.
Show	Give the steps in a calculation or derivation.
Show that	Obtain the required result (possibly using information given) without the formality of proof. "Show that" questions do not generally require the use of a calculator.
Sketch	Represent by means of a diagram or graph (labelled as appropriate). The sketch should give a general idea of the required shape or relationship, and should include relevant features.
Solve	Obtain the answer(s) using algebraic and/or numerical and/or graphical methods
State	Give a specific name, value or other brief answer without explanation or calculation.
Suggest	Propose a solution, hypothesis or other possible answer.
Summarize	Abstract a general theme or major point(s).
Synthesize	Combine different ideas in order to create new understanding.
To what extent	Consider the merits or other wise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.
Trace	Follow and record the action of an algorithm.
Use	Apply knowledge or rules to put theory into practice. (See also "Apply")
Verify	Provide evidence that validates the result.
Write down	Obtain the answer(s), usually by extracting information. Little or no calculation is required. Working does not need to be shown.



NEED A BREAK?
try a

MINDFUL MOMENT

WOUND UP?



SCAN ME

UNFOCUSED?



SCAN ME

STRESSED?



SCAN ME

OVERWHELMED?



SCAN ME

WEEKLY
REFLECTION



SCAN ME

CELEBRATE
YOUR WINS!

