



## Regulations governing general rules of conduct for all upper secondary schools in Sør-Trøndelag county, including guidelines for local rules laid down by each school

Adopted by the County Council on 7 March, 2007

Amended by the County Executive Officer on 1 May 2010 in compliance with the Regulations for the Education Act, in force from 1 September 2009, supplemented with a general set of ICT rules, in force from 1 August 2010, and amended by the Chief County Executive on 9 February 2011 in compliance with section 3-8 of the Education Act and section 3-47 of the Regulations for the Education Act, in force from 1 August 2010. A new section 4.13 was adopted by the County Council on 28 June 2011.

Within the framework of the general rules of conduct, schools may also lay down their own local rules. These may not contravene the general rules of conduct. More detailed guidelines for schools making their own local rules have been inserted after each main section. These are printed in smaller fonts than the rules of conduct and have larger indentations on the left.

### 1. **General information about the rules of conduct**

*The rules of conduct are based on section 3-7 first paragraph of the Education Act: The county authority shall issue regulations concerning school rules for individual upper secondary schools. The rules shall regulate the rights and obligations of the pupils insofar as they are not determined by legislation or in any other manner. The rules shall regulate behaviour as well as specify measures that may be used against pupils who break the rules and the procedure for dealing with such matters.*

When the rules of conduct state for example that "the pupils have the right to" about matters that are not similarly phrased in the Education Act, this does not entail an individual legal right that can be tried in court.

### 2. **The purpose of the rules**

The rules of conduct shall contribute to a good working and learning environment for the pupils and to the development of their social skills.

The rules of conduct shall focus on the positive expectation of ideal behaviour. Thus more emphasis must be placed on describing ideal behaviour than on unwanted behaviour.

### 3. **Pupil democracy and pupil co-participation**

#### 3.1 School committee, cf. section 11-5 of the Education Act:

*Each upper secondary school shall have a school committee consisting of representatives of the staff and the county authority and two representatives elected by the pupils' council. The head of school is to be a representative for the county authority.*

*The school committee has the right to express its views on all matters relating to the school.*

#### 3.1.1. Within the framework set by the Education Act, the County Council has adopted the following composition of the school committee, cf. Item 43/2003:

The head of school

Two pupil representatives

Two staff representatives

Two representatives of the local community (working life, business and industry,

cultural life)

One representative of the local political system

One representative of the County Council

More members can be included according to the needs of the individual school.

- 3.1.2 The school committee has three main responsibilities, cf. County Council Item 43/2003:
- to serve as an arena where all the stakeholders in school can meet to discuss and describe their expectations for the education and training from their point of view
  - to focus on the school's role as a regional actor when it comes to raising competence
  - to allow users to express their opinions on school and to ensure that user surveys are followed up
- 3.2. School environment committee, cf. section 11-5a of the Education Act:  
*Each upper secondary school shall have a school environment committee. The pupils, the employees, the school management and the county authority shall all be represented on the school environment committee. The school environment committee is to be composed in such a way that the pupils' representatives constitute a majority.*  
*The school committee may itself be the school environment committee. When the school committee functions as a school environment committee, one or more additional representatives must be appointed for the pupils so that they constitute a majority.*  
*The school environment committee shall make efforts to ensure that the school, the employees and the pupils take an active part in efforts for creating a good school environment. The school environment committee has the right to state its views on all matters concerning school environment, cf. Chapter 9a.*
- 3.3 Pupils' councils and general meetings, cf. section 11-6 of the Education Act:  
*Each upper secondary school shall have a pupils' council consisting of at least one member for every twenty pupils. The pupils' council shall be elected by written ballot.*  
*Among other matters, the pupils' council shall work to improve the learning environment, working conditions and promote the welfare interests of the pupils.*  
*If so requested by the pupils' council or by one-fifth of the pupils, a general meeting shall be held for all the pupils of the school. The pupils' council is bound by decisions of the general meeting in matters referred to in the summons to the meeting when more than half of the school's pupils are present and vote.*
- 3.4 The right to discuss issues (cf. the County Council's decision in Item 43/2003):  
The pupils' council, represented by its board, has the right to discuss with the head of school all matters that concern the pupils' working and learning environment.
- 3.5 Pupil co-participation in the planning, implementation and assessment of the education and training:  
The pupils have the right to participate actively in the planning, implementation and evaluation of the education and training, and to be informed of the processes involved so they can participate actively in this work.
- 3.6 Pupil representatives:  
Pupils are entitled to the best possible conditions so that elected pupil representative can carry out their duties at the school and on the county and national levels.

Schools may freely establish other appropriate programmes to further strengthen pupil co-participation and pupil democracy. These programmes must be included in the school's rules of conduct.

#### **4. Teaching, attendance, absence, assessment, equipment**

- 4.1 The pupils' learning environment, cf. section 9a-1 of the Education Act:  
*All pupils attending primary and secondary schools are entitled to a good physical and psychosocial environment conducive to health, well-being and learning*

- 4.2 The teaching shall be adapted to the abilities and aptitudes of the individual pupil or apprentice, cf. section 1-3 first paragraph of the Education Act.
- 4.3 Pupils have the right to be assessed pursuant to the rules in Chapter 3 of the Regulations for the Education Act.
- 4.4 Pupils are obliged to be punctual for classes, attend and take part in the organized teaching, unless otherwise agreed in advance with the subject teacher, the form teacher or the head of school.
- 4.5 Pupils must comply with the safety rules and use the protective equipment prescribed in the curriculum and other quality documents.
- 4.6 Pupils must acquire the textbooks and other teaching material requested by the school such as given on equipment lists and booklists etc.
- 4.7 Pupils must submit self-certification of own sickness absence lasting from one hour to three calendar days. Self-certification can be used for a maximum of twelve days of sickness absenteeism in the course of the school year. The form to be used is the same for all schools. Absence that is not documented through granted leave, self-certification or a medical certificate will be considered invalid absence and the grade for orderliness may be set down. It may be difficult to award a grade if absenteeism is too high.
- 4.8 If a pupil is absent for more than three calendar days the school has the right to demand a medical certificate.
- 4.9 The pupil has the right to demand that the reasons for absence are entered on his or her diploma or competence certificate. In such cases the pupil is responsible for documenting the reason for the absence, cf. section 3-47 of the Regulations for the Education Act.
- 4.10 Organized individual studies by agreement with the teacher or the head of school shall not be regarded as absence, nor shall this have any impact on the assessment of whether the pupil can be awarded an overall achievement grade. Cf. section 3-47 of the Regulations for the Education Act.
- 4.11 Pupils who take part in school administrative work in agreement with the subject teacher or head of school shall not be regarded as absent, nor shall this have any impact on the assessment of whether the pupil can be awarded an overall achievement grade. Cf. section 3-47 of the Regulations for the Education Act.
- 4.12 If there is doubt whether a pupil has dropped out, for example based on sickness absence, the school shall without undue delay send a written enquiry with a form to be filled in if the pupil in question is leaving school. If the pupil has not responded to the form within the time limit of three weeks from receiving the enquiry, he or she shall be regarded as having left school. This does not exempt the school from doing its utmost to encourage the pupil in question to continue school.

The rationale for the provision in Item 4.7 is to give pupils conditions that are similar to what they will encounter in working life. The provision has parallels in the agreement between the Sør-Trøndelag county authorities and NAV (the Norwegian Labour and Welfare Service) about "Inkluderende Arbeidsliv" (the IA agreement - the Inclusive working life agreement) which applies to county employees.

An official form for self-certification of sickness absence has been designed according to the model used for county authority employees, which ensures pupils protection of personal information and also serves to assist the school when it comes to assessing any adaptation measures for the pupil.

Stipulating general rules for the amount of sickness absence that will preclude a pupil from receiving an overall achievement grade is in conflict with the overriding principle that the teaching must be adapted to the individual pupil's abilities and aptitudes.

Official application forms have been produced for the following purposes:

- Leave to undertake organized study activities and school administrative duties
- Leave from the teaching
- Documented absence and reduced absence pursuant to section 3-47.

Items 4.10 and 4.11 are not intended to restrict the head of school's right to grant pupils leave for up to ten school days without this time being entered as absence on the diploma and competence certificate.

- 4.13 When a pupil has been granted admission to and accepted a place in school, she or he is obliged to attend all teaching. Leave may be granted, but holidays will normally not be granted during the school schedule.

When leave is granted, the pupil is required to catch up with the teaching he or she has missed while away.

## **5. Orderliness and conduct**

- 5.1. Pupils must – together with the other parties at the school – contribute to a good psychosocial environment where all pupils feel safe and feel they belong, and where they experience well-being, cooperation, involvement, respect and co-responsibility for all others in the school community. No pupil shall be subjected to insults or acts involving bullying, discrimination, violence or racism.

- 5.2. Pupils' orderliness includes

- Good effort
- Work habits dominated by a sense of responsibility and order
- Punctuality for classes and appointments
- Notifying the school if they leave the school in the course of the school day (if they fail to do so they could be covered by the rules related to invalid absence and their orderliness grade may be set down, see section 3-5 fifth paragraph of the Regulations for the Education Act)
- Keeping the school premises clean and tidy
- Taking good care of all material belonging to the school, indoors and outdoors, such as books and other teaching material

- 5.3. The pupils' conduct shall be characterized by

- Consideration and respect for others
- Respect for the teaching and peace and quiet in class
- Politeness, reliability and decency in interaction with others

This applies both on the school premises, on the way to and from school and in other situations when the school is responsible for the supervision of the pupils.

- 5.4 On locally and nationally given examinations and other tests the pupils are obliged to comply with the rules and regulations in force, both on the national and local levels. The head of school has the right to expel pupils from examinations, and subject teachers may expel those pupils from a test who do not comply with the rules. See also section 3-36 of the Regulations for the Education Act.

- 5.5. Pupils have the right to participate in planning the education and training (cf. Item 3.6) in each subject, including stipulating deadlines for submitting written and practical assignments.

Pupils are obliged to comply with the stipulated deadlines.

- 5.6. Smoking, using other tobacco products or alcohol, abusing or possessing other intoxicating substances on school premises or other places used for instruction by the school are strictly forbidden. It is also forbidden to attend school while under the influence of intoxicating substances.

- 5.7. Possession of weapons, copies of weapons and other dangerous objects that can be used to hurt, intimidate and threaten others are incompatible with these rules of conduct. This does not apply to equipment used for the teaching and training.
- 5.8. Mobile phones and other electronic devices can only be used if they do not disturb the teaching or infringe on the privacy of others (such as sneak photography, sound recordings or filming). The school can temporarily confiscate such devices during tests.
- 5.9. The school's rules of conduct apply to all the school's activities, regardless of time and place.
- 5.10. If a pupil is found cheating or attempting to cheat, his or her examination may be annulled by the head of school. Such a decision may be appealed to the county governor (Fylkesmannen). The pupil has, however, the right to finish the examination on the examination day. See also section 3-37 of the Regulations for the Education Act.
- 5.11. Pupils must state their correct name and the name of their form teacher at the request of the school staff and where these rules of conduct apply, see Item 5.9.
- 5.12. A set of general ICT rules has been drawn up for all pupils. These rules will enter into force on 1 August 2010 and are to be considered part of these general rules of conduct.

Local provisions relating to substance abuse may preferably be referred to the school's Action plan against substance abuse.

The school's rules of conduct may not summarily stipulate how many infringements will result in a lower grade for orderliness and behaviour. Each pupil must be assessed individually and based on his or her abilities and aptitudes. Cf. section 3-5 fifth paragraph of the Regulations for the Education Act.

## **6. Pupil activities**

- 6.1. The school must facilitate for the pupils' political involvement and involvement in other organized activities, for example by making the school buildings and its equipment available.

Schools may also lay down rules based on local conditions. Such rules may not contravene the general rules, and shall be explained in the rules of conduct.

## **7. Excursions**

- 7.1. During excursions, trips and outings, the school regulations apply in full. The school has the same responsibility for the teaching and pupil safety during such events as at school.

More details can be found in Circular F-005-99 from the then Ministry of Education, Research and Church Affairs, dated 12 January 1999.

Schools may also lay down rules based on local conditions. Such rules may not contravene the general rules, and shall be explained in the rules of conduct.

## **8. Measures in the event of violation of the rules of conduct**

- 8.1. The school may take measures against a pupil for violation of any of the rules of conduct. These measures must be authorized in the rules of conduct, must be proportionate to the severity of the violation and must be imposed as quickly as possible after the violation. A pupil must be notified in advance of and informed about the consequences of the violations.
- 8.2. Measures can only be taken against the pupil or the pupils who have violated the rules. Collective punishment is forbidden.

- 8.3. Corporal punishment or other degrading treatment cannot be used, cf. section 3-7 of the Regulations for the Education Act.
- 8.4. The following measures may be taken in the event of a violation of the rules of conduct:
1. Verbal reprimand by the head of school or teacher
  2. Expulsion from a teaching period, limited to two hours, by decision of the subject teacher
  3. Confiscation of illegal objects
  4. Order to repair or compensate for damage done
  5. Expulsion for up to five days according to a decision taken by the head of school
  6. Expulsion for the rest of the school year according to a decision taken by the county authority
  7. Loss of the right to upper secondary education according to a decision taken by the county authority

Acts that constitute a criminal offence pursuant to Norwegian law will be reported to the police.

Re Item 8.4: Pupils may also be liable for damage pursuant to the rules governing compensation for damage. Parents are liable for damage pursuant to section 1-2 of the Act Relating to Compensation for an amount not exceeding NOK 5000.

Setting down the orderliness and/or conduct grade will not be regarded as a compensating measure in this context. When determining grades for orderliness and conduct, a single incident shall normally not have such decisive effect on the grade, cf. section 3-5 of the Regulations for the Education Act. Cf. also Item 8.7 below.

When choosing a measure, the school must consider the objective of these rules of conduct as stated in Item 2: The rules of conduct shall contribute to a good working and learning environment for the pupils and to the development of their social skills.

8.5. Individual decisions:

A decision about measures pursuant to nos. 5, 6 and 7 in Item 8.4 is to be considered an individual decision with the subsequent right to lodge an appeal. In such cases the case processing rules in the Public Administration Act apply. The same applies to no. 4 if a written order has been issued.

A pupil who commits a serious violation of the rules of conduct or who repeatedly violates the rules of conduct may be expelled from the school for up to five days. The head of school reaches the decision for expulsion after conferring with the pupil's subject teachers and others who are familiar with the case.

A pupil who seriously neglects his or her duties, harasses or bullies a fellow pupil or who persistently demonstrates behaviour which seriously disrupts order and peace at the school may be expelled from the school for the remainder of the school year. The county authority reaches the decision for expulsion after obtaining the required information from the school. In such cases the county authority may decide that the pupil in question will lose his or her right to upper secondary education and training pursuant to section 3-1 of the Education Act.

Before such decisions are made, the pupil, or the pupil's parents or guardians if the pupil is underage, must be notified and given the opportunity to make a statement on the case within a reasonable time limit. Such notification must normally be given in writing and must contain all the necessary information so the pupil is able to protect his or her interests, cf. Chapter VI of the Public Administration Act. The pupil, or his or her parents or guardians, may lodge an appeal of the decision within three weeks from the date the notification was received, see Chapter VI of the Public Administration Act.

- 8.6. Prior to a decision on expulsion pursuant to Item 8.5 is reached, other and more appropriate reactions must be considered.

8.7. Violating the provisions of Item 4-7 of the rules of conduct may have consequences for the orderliness and conduct grades regardless of any measures implemented pursuant to Item 8.4. When determining grades for orderliness and conduct, a single incident shall normally not have such decisive effect on the grade, cf. section 3-5 of the Regulations for the Education Act.

## **9. Resolving disputes and lodging appeals**

9.1. If there is dispute regarding the interpretation of the rules of conduct between a pupil/parents/guardians and the form teacher/subject teacher, the case must be brought before the head of school. If the dispute is not resolved, the pupil/parents/guardians may bring the case to the county authority.

9.2. A pupil may appeal an assessment, i.e. grades and formal circumstances connected to the assessment. Further details about the procedures for appeals, administrative appeal bodies and procedures can be found in Chapter 5 of the Regulations for the Education Act.

Pupils will be issued the rules of conduct immediately after commencing school, and they (and their parents/guardians for pupils younger than 18) will sign a document confirming that they have read and understood the rules and undertake to comply with them. Teachers are recommended to review the rules of conduct with their pupils. Note that a separate signature is required for the ICT rules of conduct, cf. Item 5.12, and the attachment.

## **5.12 The ICT rules for pupils in upper secondary school in Sør-Trøndelag county**

The ICT rules shall promote good interaction, good order, good work habits and contribute to a stable and safe operating environment so that pupils in Sør-Trøndelag county have a good learning and working environment.

### **Section 1 Scope**

- a. The ICT rules apply to all pupils in upper secondary schools in Sør-Trøndelag county (hereinafter STFK) and are in force at all times when a pupil uses STFK's ICT resources (networks, ICT hardware and software).
- b. The ICT rules also apply to the use of privately owned equipment and software while connected to STFK's computer facilities, as well as to software licensed by STFK and installed on privately owned equipment.

### **Section 2 Compliance with the ICT rules**

- a. The school is obliged to inform the pupil about the rules that apply for the use of STFK's ICT resources, and the pupil is obliged to read and understand the ICT rules governing the use of such resources.
- b. When allocated a user account, users of STFK's computer facilities must be issued a copy of these ICT rules. When these rules have been signed, the signature is understood as acknowledgement that the agreement has been read and accepted. The agreement also confers the right to borrow a PC and use STFK's network.
- c. Violation of the ICT rules may lead to penalties pursuant to the general rules of conduct.

### **Section 3 User identity and password**

- a. A user account is strictly personal. Lending a user identity or password to another person is forbidden. It is not permitted to acquire another user's identity or use it. If a pupil suspects or knows that another person has learnt his/her password, she or he is obliged to change it immediately.
- b. The school is not liable for any loss or damage due to the pupil's negligence in keeping the password secret.

### **Section 4 Using ICT resources**

- a. STFK's ICT resources are to be used in the learning activities to help reach the competence goals. No private commercial activity is permitted while using any STFK account. Any use that occupies much bandwidth or disproportionate disk space must comply with instructions from the ICT manager.
- b. The software installed on STFK's computers and which through licencing agreements may be installed on privately owned computers is placed at the disposal of the user pursuant to the licencing conditions that have been stipulated by the copyright owners. It is forbidden to copy installed software. Exemptions from this rule only apply in cases where written agreements exist between STFK and the copyright owners.
- c. ICT resources may not be used in contravention of the copyright rules and legislation.
- d. ICT resources may not be used to send threats, to harass or bully others, to spread pornographic or racist material or for other acts that are in violation of Norwegian law.
- e. Users of STFK's networks may not attempt to access equipment or resources they normally have no right to access.

### **Section 5 Rights and responsibilities**

- a. The pupil has the right to have his/her personal information kept confidential when this data is connected to the individual pupil.

- b. STFK logs all traffic on STFK's network to administer the system in a responsible way, maintain security and ensure that all use is in accordance with the ICT rules in force.
- c. STFK will only disclose logs when so ordered by the courts or pursuant to a judgment or the law.
- d. The school or STFK personnel can request that a pupil must hand in a PC he or she has been issued for short periods of time for maintenance. If possible, pupils must be notified at the latest three days before the PC must be handed in.
- e. The pupil must be informed about systems and software installed on his or her PC by STFK.
- f. All pupil PCs must have standard setups for software (including antivirus software). As long as the user has the status of pupil, he or she may not change or attempt to change the setup or content of the PC. The ICT manager shall install the necessary software.
- g. The pupil must be informed by his or her school about storage alternatives and how to make backup copies. The pupil is fully responsible for safeguarding data stored locally on the PC, and is also responsible for making copies/backup copies of all data he or she wishes to have when leaving school.
- h. The pupil must notify the school of any abuse, defects or other matters that may impinge on network safety.
- i. STFK shall have good procedures for security, stability and backup copying, but is not liable for loss of data or other losses caused by a disk crash, lack of backup copies or failure of ICT services.
- j. STFK is not liable for losses caused by violations of the ICT rules. STFK is not liable for loss of or damage to privately owned computer equipment.
- k. For tests, examinations or teaching where network access is allowed, STFK's network must be used by the pupil.

### **Section 6 Compensation**

- a. In the event of damage to or loss of STFK's ICT resources, STFK may demand compensation from the pupil if the damage is due to wilful intent or negligence.
- b. Compensation for loss of or damage to a portable PC a pupil borrows from the school is regulated by a separate agreement between the pupil and STFK.

### **Section 7 On leaving school**

- a. Any material belonging to STFK must be returned. All software, documentation or data owned or lent by STFK must be deleted at the same time so it is no longer accessible to the pupil. Exemptions from this rule only apply in cases where a written agreement exists between STFK and the copyright owners.

### **Section 8 Special rules**

- a. Individual schools may adopt additional rules to apply in matters concerning special circumstances not covered by these ICT rules. Such rules may not contravene the general rules, and they must be included in the general rules of conduct.

I have received, read and accepted the content of this document with the ICT rules.

Place and date: \_\_\_\_\_

Pupil's signature      Parents'/Guardian's signature



**Sør-Trøndelag County Authority**  
**Education Authority for Upper Secondary Education and Training**

**SELF-CERTIFICATE FOR PUPIL SICKNESS ABSENCE**

Please see section 4.7 of the Regulations for the general rules of conduct for upper secondary schools in Sør-Trøndelag

A self-certification form must be submitted for **all** day and teaching period absence that has not been documented by a medical certificate or for which leave has not been granted. Any appointment with a doctor, dentist, driving school or similar must be shown in advance. In such cases the self-certification form must NOT be used. One self-certification form can be used for absenteeism lasting from one teaching period to three school days. No more than 12 self-certification forms may be submitted each school year. In the case of sickness absence beyond three consecutive days, or in cases involving a relatively high degree of sickness absence, the school may demand a medical certificate from the pupil.

SCHOOL:	
PUPIL'S NAME:	
GROUP:	

I have been absent from school starting on \_\_\_\_\_  
 Date Teaching period  
 until \_\_\_\_\_  
 Date Teaching period

Tick appropriate boxes:

My absence is due to sickness  other

My absence is fully  or  partly due to conditions at school

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Y	N	Uncertain

I would like a conversation with  
 Form teacher  Subject teacher  Counsellor   
 \_\_\_\_\_  
 Name of teacher

School nurse  PPT  Other   
 \_\_\_\_\_  
 Name

to discuss the reasons for my absence.

Date: \_\_\_\_\_ Pupil's signature: \_\_\_\_\_

Date: \_\_\_\_\_ Parents' signature: \_\_\_\_\_

***This form must be submitted to your form teacher IMMEDIATELY after your absence.***

RECEIVED: Date: \_\_\_\_\_ Form teacher's signature: \_\_\_\_\_

**The form teacher will assess the need for additional follow-up of the pupil.**