



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

Adopted by the County Council on 7 March, 2007. Last revised June 2016 (FT 92/16). Effective from August 1, 2016

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.*

### **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 Coordinating committee, cf. section 11-5 of the Education Act:**

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

*The coordinating 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 coordinating 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 matters and to ensure that user surveys are followed up

See also Directives for school committees and school environment committees; cf. County Council Item 65/2010.

- 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 school staff, the school management and the county authority shall all be represented on the school environment committee. The school environment committee shall be composed in such a way that the pupils' representatives constitute a majority.*  
*The coordinating committee may itself be the school environment committee. When the coordinating committee functions as the 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 school staff 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 the school environment, cf. Chapter 9a*

See also Directives for school committees and school environment committees; cf. County Council Item 65/2010.

- 3.3 Pupils' councils and general meetings, cf. section 11-6 of the Education Act:  
*At each upper secondary school there shall be 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 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.*

See also Directives for school committees and school environment committees; cf. County Council Item 65/2010.

- 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 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. (...)*

*If a pupil or parent requests measures concerning the psychosocial environment, including measures against offensive behavior such as bullying, discrimination, violence or racism, the school shall as soon as possible deal with the matter pursuant to the provisions concerning individual decisions laid down in the Public Administration Act. If the school has not assessed the matter within a reasonable time, an appeal may nevertheless be brought pursuant to the provisions of the Public Administration Act as if an individual decision had been made.*

The head of school makes individual decisions in cases involving the pupils' school environment, cf. section 9a of the Education Act. Pupils or parents/guardians can appeal the decisions made by the head of school relating to the school environment. The time limit for an appeal is three weeks after the decision has been received, cf. section 28 and section 29 of the Public Administration Act. An appeal must be submitted to the school, and the head of school should reach a decision on the appeal. If the head of school maintains the original decision, the case must be forwarded from the school to the county governor for a final decision.

- 4.2 The teaching shall be adapted to the abilities and aptitudes of the individual pupil, apprentice or training candidate, 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. If the pupil is more than 15 minutes late for class absence will be registered for one period.
- 4.5 Pupils must comply with the safety rules and use the protective equipment prescribed in the curriculum and other quality documents.
- 4.6 In accordance with school directives pupils must acquire all equipment and teaching material usually rendered necessary for learning purposes.
- 4.7 Pupils must submit self-certification of own sickness absence lasting from one hour to three calendar days. The self-certification form must be given to the class teacher immediately after the period of absence. Self-certification can be used for a maximum of twelve days of sickness absenteeism in the course of the school year. No pupil is allowed to use more than twelve self-certifications per 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. Pupils who have been absent from more than 10 % of the periods taught in a subject will typically not be awarded a grade in that subject, cf. section 4.15 of the general rules of conduct.
- 4.8 If a pupil is absent due to illness for more than three consecutive calendar days, in the case of generally high absenteeism or suspicion of abuse of the self-certification scheme, the school has the right to require a medical certificate.
- 4.9 The pupil has the right to request 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 as to whether a pupil has dropped out of school, for example due to 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 enquiry within the time limit of three weeks from receiving the letter, 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. If the pupil is younger than 18 years of age, the school must inform the parents/guardians if the child leaves school.

4.13 When a pupil has been granted admission to and accepted a place in school, she or he is obliged to attend all classes. Leave from school to go away on holiday will not be granted. Regardless of the reasons for absences the pupil is required to keep up with any progression that has been made in taught subjects whilst he/she has been absent. A high degree of absenteeism may result in no assessment being given. Pupils with a higher than 10 % absence from a subject will typically not be awarded a grade in that subject, cf. section 4.15 of the general rules of conduct. At the start of the academic year the school must provide parents and pupils with information about the guidelines the school follows when applications for leave are submitted by pupils.

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) concerning "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.

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.

In addition, detailed information on administrative procedures in upper secondary schools in Sør-Trøndelag county regarding pupils' leave applications has also been produced.

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.

The head of school is the appeals body for decisions relating to absence which have been processed by a head of department or other school staff acting as the first instance.

4.14 Cheating or the attempt to cheat in connection with assignments or tests is in violation of the school rules of conduct, and such work will not be assessed. This may have the following consequences:

- Measures in the event of violation of the rules of conduct, cf. Item 8
- It may be included in the comprehensive evaluation of the pupil's conduct/orderliness, cf. Item 5, and may contribute to the grade for conduct/orderliness being set down.
- It may result in there being no basis for giving an overall achievement grade.

Note on section 4.14: Not receiving an overall achievement grade in a subject is in this context not a form of sanction but a consequence of the teacher not having adequate basis for assessment.

Pursuant to section 3-3 of the Regulations for the Education Act the pupil must attend and actively participate in class in order to ensure that the teacher will have sufficient basis for assessing the pupil's competency in the subject at the end of term. A high degree of absenteeism or lack of participation in planned assessment situations may result in no basis for awarding mid-term or overall achievement grades.

If any pupil has cheated or attempted to cheat during a planned assessment situation, he or she has no *right* to being given a new assessment situation. If the absence of assessment of the assignment or test in question leaves

the subject teacher without the grounds for assessment when it comes to one or more competence goals, and the pupil cannot show this in any other way, this may lead to the pupil receiving no overall assessment grade in the subject. This is an individual assessment the school must undertake in each case.

4.15 Pupils with a higher than 10 % absence from a subject will not be awarded a grade in that subject. Provided the teacher has adequate basis for assessment the pupils may be awarded mid-term and overall achievement grades if they can submit documentation proving that any absence above 10 % is due to one of the following: health reasons or compassionate leave, work as a political representative, aid work, any kind of legally required attendance, any kind of representation at national or international level (cultural, in sports) (cf. section 3-47, paragraph 5 a)-f) of the Regulations for the Education Act).

Pupils from religions other than the Church of Norway may also be granted leave for up to 2 days in order to celebrate their own religious holidays, cf. section 3-47, paragraph 8.

“Compassionate leave” includes caring for family members, such as one’s own children.

Absence due to doctor’s, dentist’s, psychologist’s appointments etc. is also regarded as absence for health reasons and is therefore deductible from the absence limit.

If absence is caused by circumstances beyond the pupil’s control, e.g. public transport disruptions or delays, the head master may decide that absence is not to be registered. If a pupil’s undocumented absence from a subject has reached between 10 and 15 % and the cause for this absence renders it unreasonable that the pupil shall not be awarded a grade, the head master may decide that a grade *is* to be awarded. Cf. section 3-47 of the Regulations for the Education Act, circular Udir-3-2016, as well as the County Chief Executive’s specifications for Sør-Trøndelag county.

## 5. Orderliness and conduct

5.1. Pupils must – together with the other parties in the school community – 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 premises 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 grade in orderliness or conduct 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
- Attendance and active participation in class
- 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 3.5) 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 e-cigarettes, 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. Pupils must be tobacco free during school hours, irrespective of where they are. 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 must not be used in a way that make them disturb the teaching or infringe on the privacy of others (such as sneak photography, sound recordings or filming). During tests pupils may be required to store such equipment in a designated place. The equipment will be under school supervision throughout the duration of the test(s).

There are no provisions regarding mandatory use of mobile phone “hotels” in the general rules of conduct. If the school wishes to introduce practices where all pupils must hand in their mobile phones in other contexts than during exams or other types of tests this must be pursuant to the *school's* own rules of conduct and not the county's general rules of conduct.

There are no provisions in the general rules of conduct regarding the confiscation of mobile phones or other electronic equipment as a sanction due to breaches of the general rules of conduct. If the school wishes to introduce this as a possible form of sanction it must be pursuant to the *school's* own rules of conduct and not the county's general rules of conduct.

- 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. 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 refer 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 and 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 as at any other time.

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 initiate 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 any violation of the rules of conduct.
- 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 measure in this context. When determining grades for orderliness and conduct, a single incident shall normally not have decisive effect on the grade, cf. section 3-5 of the Regulations for the Education Act. Cf. also Item 8.7 below.

When choosing which measure to take, 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 on what measures to take pursuant to nos. 5, 6 and 7 in Item 8.4 is to be considered an individual decision as given in the Public Administration Act with the subsequent right to lodge an appeal.

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. The pupil may appeal the decision made by the head of school, and the county appeals board for education cases is the appeals body.

A pupil who grossly neglects his or her duties, harasses or bullies fellow pupils 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 necessary information from the school. The pupil may appeal this decision, and the county appeals board for education cases is the appeals body.

In connection with a decision for expulsion for the rest of the school year, 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. The Sør-Trøndelag county governor is the appeals body in cases concerning the loss of the right to upper secondary education and training.

Before decisions are made in such cases, 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 has been received, see Chapter VI of the Public Administration Act.

- 8.6. Before 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 appeals 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 under 18 years of age) 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.



## **Appendix to "Regulations relating to general rules of conduct for all upper secondary schools in Sør-Trøndelag county, including guidelines for local rules laid down by each school", Item 5.12.**

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

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

#### **Section 1 Scope**

- a. The ICT rules apply to all pupils in upper secondary schools in the county of Sør-Trøndelag (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 regulations**

- 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 regulations.
- c. Violation of the ICT regulations 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 laws and rules.
- 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. This only pertains to those PCs that are lent or rented to pupils by the school (STFK).
- e. The pupil must be informed about systems and software installed on his or her PC by STFK, regardless of whether the PC is borrowed/rented from STFK or privately owned.
- 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 him-/herself is fully responsible for safeguarding all data stored locally on the PC, and is also responsible for making copies/backup copies of all data.
- h. The pupil must notify the school of any abuse, defects or other matters that may threaten network security.
- 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.
- l. STFK may demand that some programmes used during lessons must be installed on privately owned equipment. This includes necessary software or teaching aids/programmes that the pupil will need for learning purposes.
- m. Technical support and service will not be provided for the pupils' privately owned equipment.

#### **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. Each school may adopt additional regulations to apply in matters concerning special circumstances not covered by these ICT regulations. Such rules may not contravene the general rules, and they must be included in the general rules of conduct.



## SELF-CERTIFICATE FORM FOR PUPIL SICKNESS ABSENCE

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 at a time. 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 require that the pupils provide a medical certificate.

SCHOOL:	
PUPIL'S NAME:	
GROUP:	

I have been absent from school starting on

\_\_\_\_\_ Date \_\_\_\_\_ Teaching period

until

\_\_\_\_\_ Date \_\_\_\_\_ Teaching period

My absence is due to  sickness  other

My absence is  fully or partly due  to conditions at school

Yes No Uncertain

I would like a conversation with (tick appropriate box)

Form teacher  Subject teacher \_\_\_\_\_  Counsellor  
(name)

School nurse  PPT  Other: \_\_\_\_\_  
(name)

to discuss the reasons for my absence. (PPT Educational-Psychological Services)

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.**