



GIS NEWSLETTER

15 June 2021

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Next academic year

This is the last newsletter this academic year. However, next week, you will receive an email with more information regarding next year.

Report cards

Report cards will be issued electronically on the last day of school, 17th June 2021, via ManageBac. A notification will be sent to you by email as soon as the report cards become available. Please contact us if you experience difficulties accessing your child's report card.

Lockers and cubbies

Children need to take their belongings home from their cubbies/lockers. Unfortunately, we are unable to let parents in, so teachers and teaching assistants will help children pack their belongings. We would be grateful if you could send plastic bags with your child in the morning on 17 June and assist them with their belongings at pickup in the afternoon.

2021 Grade 10 Graduation: A slideshow of memories

Families that would like to revisit the slideshow shown at the graduation dinner, assembled by our Grade 10 students, can access it [here](#). Please note that the file may be too big to play it online. You may need to download it before viewing.

Teddy bear picnic

The Grade 4 students have spent this last unit planning a fabulous end of school picnic for the Grade 1 students. They enjoyed a picnic snack with their favourite stuffed cuddly, activity games and a play on the play structure. Although the weather was looking a little dire, students enjoyed their time outside in the fresh air. The rain held off long enough for the children to enjoy their day out. Teddies and children all agreed it was a great success. Many thanks to the Grade 4s for organising the picnic and preparing the games and snacks.



RETURN LIBRARY BOOKS

All library books must be returned to the library before students leave for the summer holidays. Please make sure that all books are returned to school no later than 16.00 on 17th June. Students will be charged for missing or lost books at that time. If you have any questions, please feel free to email me gwynne.rasen@gjovikis.no

Support for students with learning challenges

What should I do if I think my child needs additional support?

First, communicate with your homeroom teacher. In both PYP and MYP, your Homeroom teacher is your first point of contact when you have concerns about your child's social and academic wellbeing at GIS. If there is a possibility that a

student needs additional support, the Homeroom teacher will discuss it with the Special Educational Needs Coordinator (SENCo) to determine if further steps should be taken.

It is highly recommended that you make an appointment for your child with your general practitioner (fastlege) if you think your child may need additional learning support. Sometimes, behaviours that appear to be learning disabilities may actually be physiological, and are often easily remedied. Difficulties with vision, hearing, or difficulty sleeping can have a profound impact on your child's behaviour, including their ability to learn. Tell your general practitioner about your specific concerns and they should be able to check for physiological needs that may be interfering with your child's learning.

How does GIS identify whether a student needs additional support?

First, if a child is new to GIS, information from their previous school or barnehage is vital. Reports from a previous school or formal transition meetings for new students can ensure a student's needs can be identified quickly.

In the PYP, the Homeroom teacher sees your child in a wide array of contexts and can identify any emerging patterns. They may also confer with other subject teachers as needed - for instance, the PE teacher if there are motor skill development concerns, or the Norwegian teacher if a student is struggling with literacy tasks.

In the MYP (which starts in Grade 7 at GIS), the Homeroom teacher sees their students less frequently. However, they are still the first point of contact when supporting students in their Homeroom class. During MYP staff meetings, subject teachers regularly discuss students of concern. If a pattern emerges, homeroom teachers will address issues as needed.

GIS is building a data-centered approach to identifying students who need additional support. Teachers can request that the SENCo administer a GL standardised assessment test, frequently used in the UK to identify students' needs and strengths to ensure they are supported appropriately. Students at GIS can be screened for dyslexia and dyscalculia, have their reading in English assessed, or take a CAT4 test, a general reasoning assessment.

Based on this, if there continues to be a sign that there is a barrier to a student's achievement, the SENCo will arrange a meeting with the Homeroom teacher and parents. This meeting is to build a consensus: to ensure that school and the parents agree that the child needs additional support and what those needs are. After that, an appointment will be arranged with PPT.

What is PPT?

PPT is a kommune-based government organisation that ensures that individual students who have documented learning needs are supported in schools. PPT corresponds with parents, teachers, school leadership, and, often, with the students themselves to ensure that these individual students' needs are met. As PPT is inexorably linked to the kommune it's from, processes and procedures can vary depending on the kommune where a child lives.

A PPT representative from the kommune where a student lives evaluates information about a student shared by the parents and school. They may give a child a reasoning test or formally diagnose a student with a learning disability, such as dyslexia. They also may refer a student to another organisation, such as BUP, if deeper investigation into a student's needs is necessary. Then, they give feedback called an "Expert Assessment" that identifies the students' needs and suggestions for how those needs should be supported. Sometimes, an Expert Assessment may include a recommendation for one-to-one support from a teaching aide to support academic skills or social-emotional needs.

The Expert Assessment then informs an IEP created by the school.

What is an IEP?

An IEP, or Individualised Learning Plan, is a document about a student who has learning needs that require specific types of support or teaching strategies to ensure that that individual student can access a school's curriculum.

The basis of this document is the Expert Assessment from PPT. While the Expert Assessment is specific to an individual student, it is less concerned with the context of the school that student attends, as the Expert Assessment continues to be applicable if a child changes schools in Norway. As such, while an IEP is

informed by the Expert Assessment, it is written by the teachers of that student. That way, the teachers ensure they have specific ways they can apply the feedback from PPT to their individual learning environment. An IEP also has goals for a student, and teachers evaluate these goals annually to measure the student's progress and determine whether more or less support is needed in future.

Is the IB curriculum inclusive for students with Special Educational Needs?

The IB strongly values global diversity, and that includes neurodiversity - students with learning needs are seen as highly capable individuals who see the world differently. An inquiry-based and concept-based curriculum can be inherently inclusive, as it means that individual students can access knowledge in different ways and to varying degrees. The International Baccalaureate requires its schools to be inclusive by identifying and removing barriers to learning, while expecting all students to do their best to reach ambitious international standards.

Through gathering information, collaborating with parents, staff, government organisations and students, and creating IEPs, our goal at GIS is to ensure a diverse student body can learn together with common goals and expectations. It is normal for all students to find hard work difficult, make mistakes or struggle with certain concepts or skills - what's important is a student's willingness to improve the skills that they have. In this context, we at GIS see students with Special Educational Needs as individuals who, with support, can be exceptional contributors to our learning community, so long as they have individual support strategies in place, and are open to challenging themselves to become true IB learners.

Reading during summer

Research on Summer Reading

Children who **DO NOT READ** in the summer can **lose two to three months** of reading skills.

Kids who **DO READ** tend to **gain a month** of reading proficiency.



Wanted: supply staff

We are always keen to hear from people who can substitute for absent teachers and teaching assistants. This work can be day to day or for longer periods of time. If you know of a suitable person for this role, please encourage them to send their CV to employment@gjovikis.no

Contact details

If you have any questions about the matters below, please contact the relevant person:

Taxi (GIS)	Dennis Wanda	dennis.wanda@gjovikis.no
Taxi/bus (Kommune)	Ingrid Raasholm	ingrid.raasholm@gjovik.kommune.no
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Covid-19 testing	Gjøvik Town Hall	Tel. 61 15 89 11