



## **INTERNAL RULES OF TARTU INTERNATIONAL SCHOOL**

### **I The basis of study and educational work of Tartu International School**

1. The Curriculum of Tartu International School is the basis of study and educational work at the school, it has been approved by the Estonian Ministry of Education and Research.
2. The length of the curricular work is five days in a week and 175 study days in one academic year. The holidays for the next academic year are introduced and verified in spring.
3. The main unit of the study and educational work is a lesson, which lasts 45 minutes. Lessons can take place in or out of the school premises. Lessons alternate with breaks, which last 10 – 15 minutes. The lunch break is 45 minutes long.
4. Based on the curriculum the headmaster verifies the daily schedule and the timetable for the school.
5. Based on the school curriculum the teachers compose a study programme for each class.
6. Planned changes in the timetable will take place after winter holiday.
7. The class or subject teachers notify the students about changes in the timetable.
8. The grades at TIS can be combined into composite classes.

### **II Studies, assessment, homework**

1. Assessment of students compiles with the curriculum and the principles of assessment at Tartu International School.
2. The parents get everyday information about the studies (assessments, grades, absences and tardies) through the school's e-diary ([is.ope.ee](http://is.ope.ee)). Report cards are given out two times per year – in December and June.
3. Every teacher chooses appropriate methods of assessment and testing, these have to follow the school's curriculum and principles of assessment.
4. For the purpose of developing the abilities and talents of students, their individual study needs will be identified and suitable teaching methods are chosen and, where necessary, differentiated teaching is carried out. The students who temporarily fall behind in attaining the presumable learning outcomes will get additional pedagogical guidance outside the lessons.

5. One bigger test or two smaller tests (e.g. spelling test) can be planned per one school day for one class. No more than three big tests can be planned per week for one class.
6. In general, homework will not be assigned on Fridays for Mondays (except if the lesson only takes place on Mondays), for the day following holidays, and for the first day of a study semester. Planning tests for the last days of term or semester should be avoided.
7. Homework will be assigned with the consideration that the time for completing homework will be: 30 min for Year 2; 1 hour for Year 3-4; 1,5 hours for Year 5-6; and 2 hours for Year 7-9 class. These are recommended levels.
8. If the study language is not student's mother tongue, completing homework may take more time due to the limited language skills. If the completion time of homework substantially exceeds previously mentioned time frame on regular basis, the parent can contact the subject teacher for recommendations.
9. According to the acts that regulate of students' mental and physical health, Year 1 does not have homework.

### III The daily schedule

1. Lessons at Tartu International School generally start at 9 am.
2. The doors of the school house open at 8 am and close at 5 pm.
3. The schedule for clubs and afternoon care is verified by the headmaster at the beginning of each academic year.
4. There are two compulsory outdoor breaks every day.

Time	Activity
8:10-8:55	Lesson 0 (used for individual curriculum or older grades)
09:00- 09:45	Lesson 1
10:00-10:45	Lesson 2
10:45 – 11:00	<b>Outdoor break for year 1-9</b>
11:00 – 11:45	Lesson 3
11:45 – 12:30	<b>Lunch break and outdoor break for year 1-2</b> Lesson 4 for year 3-9
12:45 – 13:30	<b>Lunch break and outdoor break for year 3-9</b> Lesson 4 for year 1-2
13:30 – 14:15	Lesson 5/clubs/afternoon care
14:15:00	Afternoon snack(provided by parents)
14:25 – 15:10	Lesson 6/clubs/afternoon care
15:20 – 16:05	Lesson 7/clubs/afternoon care
16:15 – 17:00	Lesson 8/clubs/afternoon care (until 16:00 on Fridays)

#### **IV Catering**

1. Students of Tartu International School eat warm school lunch. School lunch is ordered as a thermal prepared meal.
2. Catering takes place in a dining-room which complies with health protection requirements.
3. Lunch break is combined with the outdoor break and lasts 45 minutes.
4. Students shall show respectful attitude towards the food.
5. A "Thank you poem" is said before lunch.

#### **V Sickness, medications**

1. We expect all students who are present in the school to participate in the study work, including physical education lessons (in the absence of the exemption letter) and outside breaks.
2. In the event of sickness we ask the parents to notify the school.
3. In the event of sickness during the school day, the school will contact the parent.
4. The parent is obligated to inform the school about communicable disease of the student.
5. If the student must use any medications during the school day, this medication shall be handed to the student's class teacher. The package of the medicine needs to include the following information: student name, medication name, reason for taking the medication, frequency, amount, and exact time of day for taking the medicine. The parent must give written permission for giving any kind of medicine to the student by a teacher during the school day. Otherwise, the teacher shall not give medicine to the student.
6. The school does not have permanent medical nurse or school doctor.

#### **VII Use of school property**

1. All school property and equipment (books, musical instruments, technical devices, furniture etc) need to be treated with respect, as well as the property of students or staff members.
2. The student cannot use the information technology without the permission of the teacher. The teacher who gave permission shall monitor that an IT device is used purposely and safely.
3. New programs shall not be downloaded to computers, or new apps to iPads.
4. Print economically!
5. In the evening an assigned teacher will check that all the IT devices and supplies are switched off and stored properly
6. An assigned teacher administers the work of the library.
7. For monitoring using and lending of books, digital lending register has been set up, where following information shall be marked: date of the loan, title, registration number, name of the

lending teacher; upon return following information shall be marked: date of return, and name of the receiving teacher.

8. The borrower is responsible for the book. Lost or unusable book need to be replaced with a new book of the same kind. The responsible teacher can give advice on this issue.
9. Damaged property of the school shall be repaired or compensated.

#### **IV The principles of conduct, application of support measures and sanctions, preventing mental and physical dangers at TIS**

We expect the following simple rules to be followed at TIS:

- Don't be late!
- Always do your best!
- Follow the rules and agreements of the school and your classroom.
- Behave politely, consider others, avoid any kind of violence, and take all possible measures to stop it.
- Respect property of the others, take care of your surroundings.
- In an international group, everybody speaks language that is mutually understood.

In addition there some other principles that we follow at TIS:

1. Outerwear and outside footwear will be left in the cloakroom where the students have personal lockers. A bag with sports clothes is stored in the locker.
2. In the school premises inside footwear must be worn. Based on hygiene and safety requirements, inside footwear should not be flip-flops, footwear that leaves marks on school floors.
3. Everybody at school (students and teachers) shall wear clean clothes that fit with the school environment.
4. The school does not take responsibility for the property of students (wallets, documents, mobile phones, study aids). The valuables can be stored in the staff room.
5. Electronic devices and toys (including collectable, playing, and exchangeable cards, electronic games) must not disturb work of other students and teachers. The teacher has an authority to take custody of an object that is disturbing the lesson, and keep it until the end of the lesson or a day. The objects that are dangerous or greatly disturb the school work are taken custody of and handed over to the headmaster. These objects are preserved in the metal locker in the staff room and returned to a parent only.
6. It is not allowed to run, elbow, push, shout, play running games inside the school premises. Running games can be played in the school yard.
7. During the outside break, the student shall follow the orders of the outside teacher and shall not leave the school territory without permission.
8. The windows are opened by an adult only.

Generally, the teacher handles discipline problems, and situations that may be dangerous to students or staff members physical or mental health. The teacher is given authority for interpretation of the given situation, and decision on the action to take. Prevention of mental and physical dangers at TIS is described in Annex 1 to the current internal rules.

10. Support measures and imposition of sanctions on students are applied as specified in Annex 2 to the current internal rules. The procedure for notification a student and parent of the application of support measures and imposition of sanctions depends on a support measure/ sanction to be applied. Notification can be oral or written (in the school diary, through e-mail).

## Preventing Mental and Physical Dangers at TIS

1. The staff of TIS has identified the following factors that may endanger student and staff mental and physical well being at TIS:

### Threats to Mental Health

- Bullying, teasing, verbal harassment
- Social exclusion
- Negative atmosphere
- Overload of information
- Mental exhaustion due to excessive work load, daily schedule, lack of space, noise
- Climate-related dangers: winter depression
- Lack of stimulation

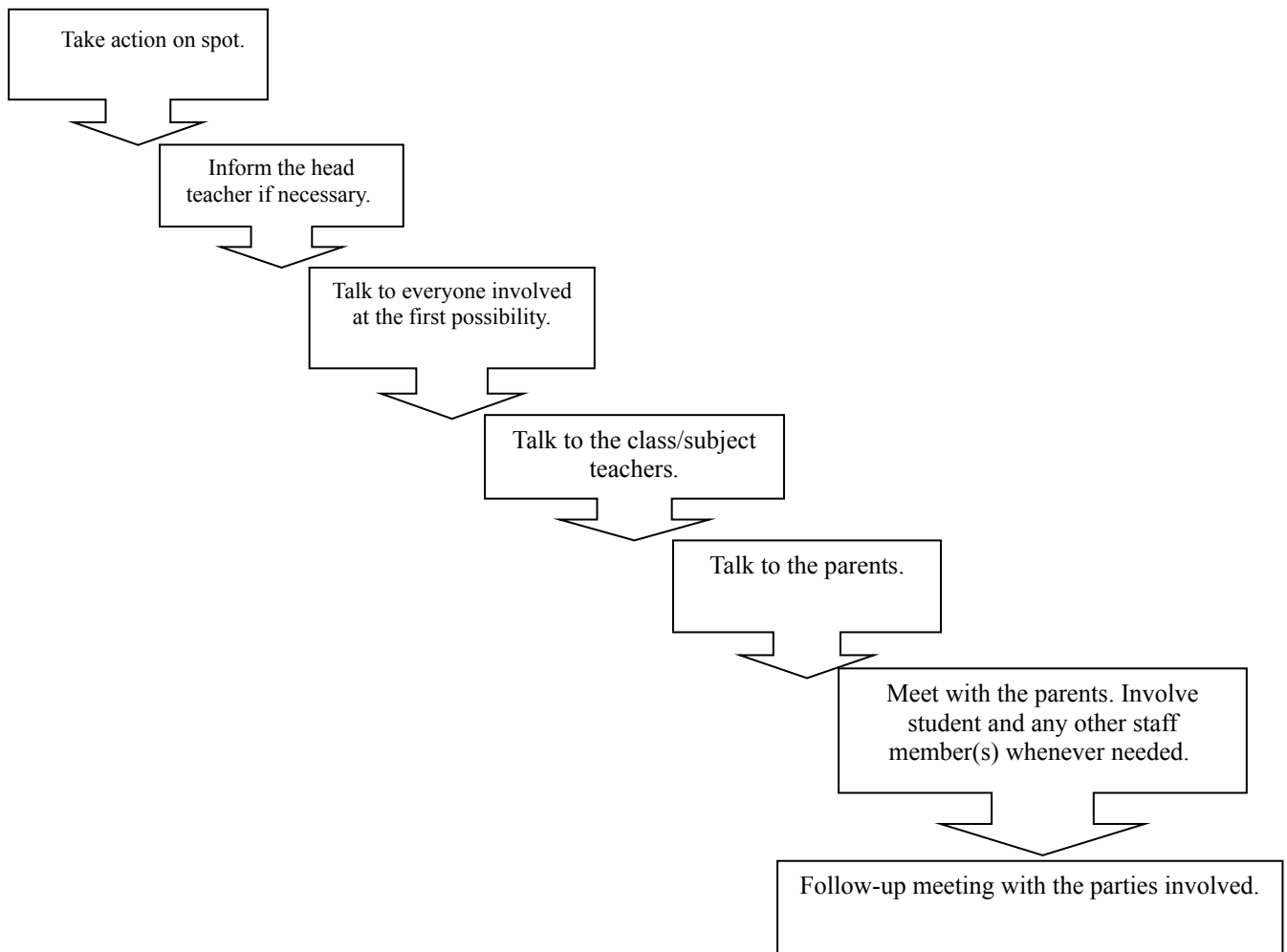
### Threats to Physical Health

- Violence: physical bullying
- Premises: lack of space, stairs, heating problems, strangers accessing the premises, maintenance problems
- Climate related dangers: ice, icicles, health threats due to weather (frostbite etc)
- Outside environment control: traffic, walking to other premises
- Drugs, alcohol, cigarettes

2. General principles for acting in situation that may threaten mental and physical health

- Take actions on the spot!
- Communication between all parties!

3. In situations where the students are involved the teachers have a right to decide on the action to take. The chain of action below serves as a general guideline for resolving situations involving mental and physical threats and can stop at any given stage (once determining that the situation is resolved).



## **Application of support measures and imposition of sanctions on students at Tartu International School**

### **1. Basis**

- 1.1. The aim of applying support measures or sanctions is to influence the students to follow the internal rules of the school, respect others and prevent situations that may jeopardise safety at school.
- 1.2. The support measures and sanctions have to be reasonable relevant and proportional.
- 1.3. The students need to be explained why a specific measure or sanction is applied.
- 1.4. The head of school or a person authorised by the head of school (class teacher, subject teacher) decides the imposition of the sanctions. Support measures 2.3. and 2.5., and sanction 3.12. can be applied with the decision of the Teachers' Council only.
- 1.5. The parents will be notified in written about applying support measures 2.2., 2.3., 2.4., 2.5., or sanctions in written 3.2.-3.12. through an e-mail or an e-diary.

### **2. The types of support measures used at TIS**

- 2.2. Conducting a conversation with the student.
- 2.3. Conducting a developmental conversation with the student and his/her family, and the presence of the head of the school if needed.
- 2.4. Implementation of an individual curriculum.
- 2.5. Provision of the services of a support specialist.
- 2.6. Transfer of a student from one group/class to another.

### **3. The types of sanctions used at TIS**

Discussion with the student about his/her behaviour precedes or follows the imposition of the following sanctions:

- 3.3. Discussion of the student's behaviour with the student.
- 3.4. Discussion of the student's behaviour in the presence of his/her parents, and the head of the school if needed.
- 3.5. Discussion of the student's behaviour with the student in the teachers' council.
- 3.6. Appointment of a support person to the student.
- 3.7. A written reprimand.
- 3.8. Taking custody of objects used by the student in a manner not in accordance with the school's internal rules. Generally, the teacher who takes custody of an object, keeps it until the end of a lesson or day, and returns it to the student. In some cases the teacher hands over the object to the head of the school for storing in the staff room in a specified place. In this case the object is handed over to a parent only.
- 3.9. Removal from a lesson along with the duty to stay in the prescribed place and achieve the required learning outcomes by the end of the lesson. When applying this sanction the school will ensure supervision over the student and, where necessary, the pedagogical instruction of the student.
- 3.10. Conciliation of parties involved in a conflict with the aim of achieving an agreement on further steps.
- 3.11. Carrying out an activity that benefits the school (community service), which may be applied only with the agreement of the student.
- 3.12. The duty to stay at school after the end of lessons and perform the prescribed activity to the

extent of 1.5 hours during one day of study. If the student needs to use transport in order to get home from school, the organisation of transport will be taken into account upon imposing this sanction. In case of implementation of this sanction the school will ensure supervision over the student and, where necessary, the pedagogical instruction of the student.

3.13. A temporary ban on participating in extracurricular activities (e.g. events and trips) at school.

3.14. A temporary ban on participating in studies along with the duty to achieve the required learning outcomes by the end of the period. Before imposing this sanction a parent of the student is allowed to express his/her opinion on the student's behaviour and the imposition of the sanction before the imposition of the sanction. Temporary ban on participating in studies may be applied with regard to a student to the extent of 10 days of study over a half-year. The decision on the imposition of this sanction is made in writing and delivered to the student by mail and requires a signature from a student and a parent. An individual curriculum is drawn up in cooperation with the student and a parent in order to ensure the achievement of the required learning outcomes. The parent of the student with limited active legal capacity ensures supervision over the student in the period of imposition of the sanction and the organisation of studies pursuant to the individual curriculum.