

Suðurhlíðarskóli Application

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School address: Suðurhlíð 36 - 105 Reykjavík

Suðurhlíðarskóli is an independently run elementary school for students in grades 1-10 and is open to all students who wish to study here. Applicants are encouraged to visit the school to learn about its activities and parents should contact the principal. An application form can also be accessed on the school's website (<https://www.sudurhlidarskoli.is>) or at the school's office.

The principal shall decide on the approval or refusal of school accommodation (acceptance?) in collaboration with the school's admissions team.

Once the application has been approved, we start the process of welcoming the student and parents, as the Suðurhlíðarskóli admission plan states.

Admission Schedule for New and Bilingual students

Admission schedule for new students:

Registration—

- Parents register students by filling out an application which can be found on the school's homepage or at the school office.
- Parents request an interview with the principal.
- Interview is set which is attended by the parent and new student.

Preparing for the interview—

- The homeroom teacher is informed about a possible new student and when the interview will take place.
- The homeroom teacher compiles all the material needed for the interview—f.ex. timetable, teaching groups and information about cafeteria and snack time.

- The homeroom teacher prepares the class for the arrival of the new student and informs the parents and other appropriate staff members

Admission interview—

Present at the interview are the parents, the student, the principal, the homeroom teacher and other necessary individuals.

The following factors are explained to the parents and student at the interview:

- The organization of school activities and school calendar school support services
- Student's timetable
- Sports and swimming – location, clothes and rules on showers and attendance
- School's homepage, school's social media, phone number and email address
- School rules and attendance
- Cafeteria and snack time
- After-school Program – Kósýkot
- Home and school collaboration
- Mentor and what information that can be accessed there
- Decision on when the student can commence school if there is an unconventional situation regarding when the student can start
- A tour of the school
- Homeroom teacher supplies the necessary information regarding the student to the appropriate staff members
- The principal sends an e-mail to all members of staff informing them that a new student will start studying at the school
- Occupational Therapist invites the student to an interview shortly after the student begins classes

Admission schedule for bilingual students

(Students with a mother tongue other than Icelandic)

Suðurlíðarskóli's policy for the admission of bilingual students:

- To receive new students who have lived abroad so that they sense that they are welcome and that they are safe.
- That all students enjoy equal opportunities and become active participants in most areas of the school curriculum.
- To provide the best possible opportunities for students to develop in the diverse and creative learning environment of the school.
- That students become independent, creative, active and responsible individuals being able to cope with the ever-changing modern society.
- That students treat each other and everyone they communicate with inside and outside the school with respect.
- That the strength of multiculturalism will be utilized for the benefit of the school community.

First interview and Reception—

- The first interview is for the parents, the principal and the homeroom teacher.
- The purpose of the interview is twofold; on the one hand, to gather information about the student, and on the other, to provide information about the school.
- Parents are allocated time for a welcome interview at the first opportunity. The person who is in charge of this records the student's name, year of birth, nationality, language and phone number of parents and checks whether interpretation services are needed. Parents are asked to bring information about the student's previous schooling such as grades and relevant diagnosis if it applies, health certificates and vaccination certificates. It is desirable that the child has been given a social security number, but the child has the right to attend school while awaiting the identification number.
- At the first interview with parents, interpreting services are offered, if necessary, but always in consultation with them. Parents are informed about the laws and regulations that apply to the rights of

children and parents in Icelandic society. They are given detailed information about the nature and purpose of school work and are introduced to the policy pursued by the school as well as educational policy. A special admission form is filled out during the interview.

- The school provides information including what the student should bring to school, what parents need to provide such as a school bag, pencil case, sportswear, swimwear, about lunch, recess and the Parent Association. Also about what the school provides such as student books, library books, dictionaries and more.
- Parents will also be provided with information about the school's practices, rules and traditions, nutrition and health, school and parent association, leisure and other leisure or social work offered by the school.

Adjustment—

- It is a difficult experience to start in a school where a different language than the student knows is spoken and where the environment may be alien
- Longer transitional periods for children who do not understand Icelandic need to be initiated to ensure that they receive adequate acceptance and support
- We encourage parents to come with their child to school for the first few days as far as possible and if it is convenient. This way, parents can support their child as they get to know the school community
- Before the first interview is completed, a plan will be set for when the homeroom teacher and parents will meet next and what means of communication will be best
- Also an agreement will be made on how parents and staff think it best to communicate and which forms of communication are best, i.e. e-mails, phone calls, letters, notebooks, meetings, or other ways
- All staff members are encouraged to keep a close eye on new students with a mother tongue other than Icelandic, especially at recess and during sports, and to support them as needed

Parent Association—

- At the first meeting parents are informed about how the school operates with the service of an interpreter, if needed.

- The school provides equal access to all services and support through the use of interpretive services.
- The school recommends that a middle and upper-level student work in textbooks in his or her language in natural sciences, social sciences and mathematics during the first few months. Students should bring books from their previous school.

Screening—

- At the interview with the homeroom teacher, it will be assessed whether students with another mother tongue have sufficient knowledge of Icelandic to follow the curriculum in their class.
- They will sit the standard exam “Milli Mála” (“Between Languages”) which examines their knowledge of Icelandic and how prepared they are to deal with the Icelandic school environment.
- Individualized screening tests and “Þrjúþætt mat” (“Three-step Evaluation”) are also proposed and efforts are made to address the specific need of the student.
- At the end of the first semester, another screening will be done to reassess and analyze how the adjustment process has gone and whether further support for the student needs to be created due to difficulties.

First day of school—

New students go immediately to their classrooms where they are introduced and two students are chosen to be their companions for the next few days. During the first two weeks, the homeroom teacher will meet the student at the beginning of the day and explain how the day is structured. The teacher will then meet with the student again at the end of the school day and review how the day has gone. Students, with a mother tongue other than Icelandic, receive assistance from teachers and work according to an individual curriculum. At the end of these two weeks, the amount of help the student needs is reassessed. It is preferred that middle and upper level students will work in textbooks in their own language and participate in Icelandic studies on their own terms according to the individual curriculum but follow their peers in English studies.

Subject Options and additional issues—

Students with a mother tongue other than Icelandic will have a choice in learning another foreign language, such as Danish. They can get an exemption which will continue to college level. There is even the possibility that they can get their language evaluated for credits in college.

Evaluation—

New students who are bi-lingual, or have Icelandic as a second language, have the option to choose whether they take a Coordinated Survey Exam or take an adapted exam instead. It is expected that no assessment or testing will take place until after a certain transitional period has ended. This is a decision that will be made in consultation with parents. The importance of the first semester assessment for a student who starts in 10th grade in an Icelandic school is examined in terms of progress in their studies.