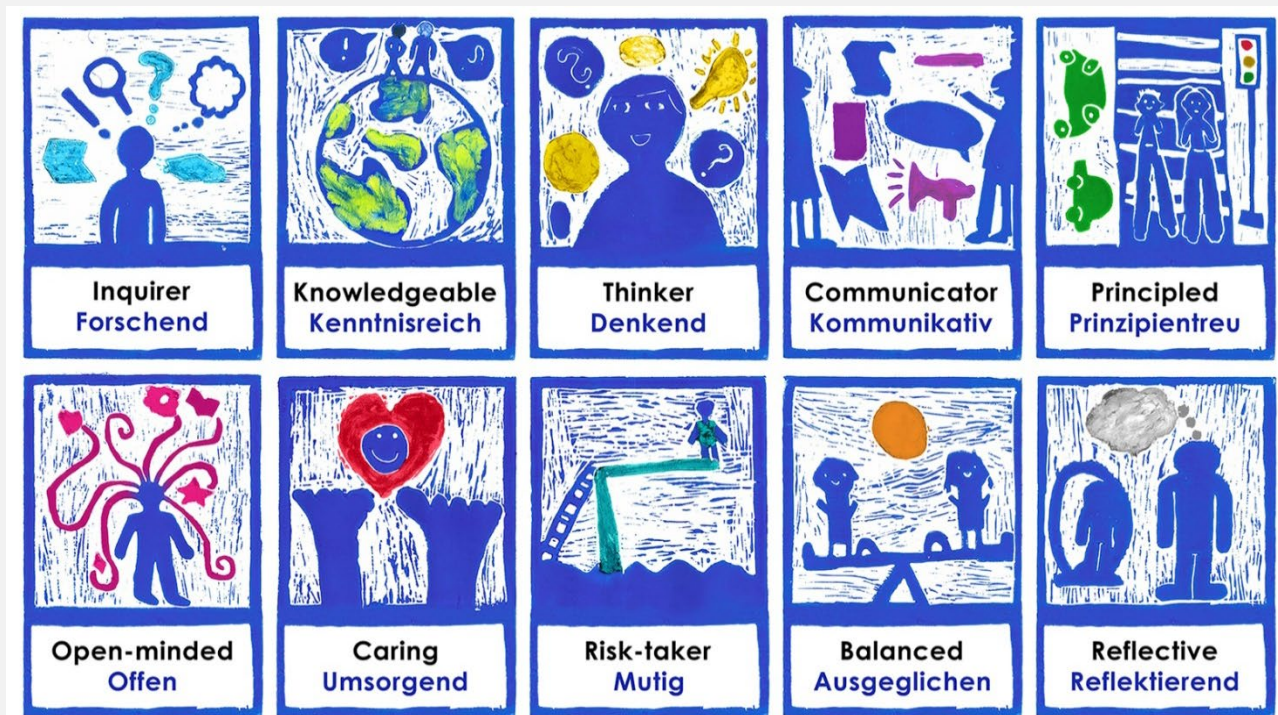




B.I.S. PRIMARY

PARENT HANDBOOK 2026 | 2027

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SECTION 1: INTRODUCTION



PRIMARY PRINCIPAL

Ms Heather Sandin-Baumann
primary@berlin-international-school.de

Dear Primary Parents,

We are thrilled to have you as part of our global community and excited about the educational journey that lies ahead for your child. Our primary section caters to students aged 5 to 11, encompassing the crucial foundation years of their academic and personal development. At Berlin International School, we believe that education is a transformative process that goes beyond imparting knowledge. We are committed to fostering a nurturing and inclusive environment where children from diverse backgrounds come together to learn, grow and thrive.

This handbook has been crafted to provide families with a comprehensive understanding of our school's daily practices, procedures and policies. The handbook is intended to be a quick reference point for families. Should you need further information, we ask you to contact the Primary office or your child's homeroom teacher. Your cooperation in supporting the policies and procedures we share is greatly appreciated.

At B.I.S., we benefit greatly from our strong, committed parent community. Our active Parent Teacher Association (PTA) makes a great effort to build community and support our school in many ways. We encourage you to actively engage with our school community, attend parent-teacher meetings and participate in school events to foster a strong partnership between home and school. Perhaps you are interested in volunteering in school, becoming a Buddy Family, supporting International Day, being a guest speaker or participating in parent activities? If so, keep your eyes out for more information at the start of the school year.

We extend a warm welcome to you and your family as we embark on this exciting educational journey in partnership. Thank you for entrusting B.I.S. with your child's education. We look forward to working collaboratively with you to create a nurturing and inspiring environment that enables your child to reach their full potential while growing into caring, responsible, balanced young learners.

Should you have questions, concerns or suggestions, we invite parents to call the school +49 (0)30 820077-90 or write to us at: primary@berlin-international-school.de. Please note that the Primary Office is open from:
Monday – Friday: 08.00h – 16.00h

My best wishes for a wonderful year ahead.

Kind regards,
Heather Sandin-Baumann
Primary Principal

OUR MISSION

Berlin International School is an IB World School and an officially recognized private school in the State of Berlin. We are a private, non-profit, non-denominational day school offering student-centered learning to international and local students from Grade 1 through university entrance preparation. We are a part of Stiftung Private-Kant Schulen gGmbH and play an active role in the life of this educational institution. We are committed to promoting the values and attributes of the **IB Learner Profile** and the **Bildungs- und Erziehungsziele** in the State of Berlin, while facilitating an appreciation and respect of our shared humanity and diverse community.

WE ARE STUDENT AND LEARNING FOCUSED.

GUIDING OBJECTIVES

- Provide challenging programs that support students in realizing their academic and individual potential.
- Offer a curriculum that is local and global, develops conceptual understanding, has a particularly strong emphasis on inquiry and encourages academic excellence.
- Encourage the development of thinking, communication, social, self-management and research skills.
- Cultivate multilingualism with an emphasis on English and German language acquisition.
- Ensure that students are able to work independently and as part of a team, in addition to having the opportunity to gain leadership experiences.
- Innovate with technology to further enhance teaching and learning.
- Support learning and program development through effective, deliberate assessment practices.
- Facilitate opportunities that enhance social, intellectual, physical and creative competencies inside and outside the classroom.
- Create a safe, supportive environment where the physical and emotional integrity of each member of our community is respected.
- Develop awareness of our individual and collective responsibility to live sustainably.
- Foster a shared partnership between students, families and the school.

ABOUT BERLIN INTERNATIONAL SCHOOL

Berlin International School (B.I.S.) was established in 1998 to provide an education predominantly in English for children of the international community in Berlin as well as for children of globally mobile families. The school also serves local Berlin families who are seeking an internationally recognized education for their children. The school is governed by the Private Kant-Schulen gGmbH (PKS), a non-profit educational institution that operates other schools and Kitas in Berlin. The Director is the agent of PKS responsible for B.I.S. and serves as a main point of contact/communication between PKS and parents.

Director: Mr Michael Cunningham

Email: director@berlin-international-school.de • Phone: +49 (0)30 82 00 777 10

The school is located in a residential area in southwest Berlin, near several universities and embassies. The site, Campus Dahlem, houses B.I.S. Primary, Grades 1 to 5 (6–11 year olds) and B.I.S. Secondary, Grades 6–12 (11–18 year olds). A building for 3–6 year olds, Kita International, and two multipurpose halls were opened in 2009. The campus can accommodate approximately 1000 students.

The early childhood center Kita International works closely with B.I.S., facilitating a curriculum that prepares children for B.I.S. Primary. Children from around the world play, explore and learn about themselves and the world around them in a nurturing, stimulating environment. Further information can be obtained from: Kita Principal: Sophia Delbrück • Email: international@kant-kindergarten.de • Phone: +49 (0)30 82 00 789-10

BELIEFS & VALUES

In the Primary, we are committed to providing a nurturing and inclusive learning environment that aligns with the values and principles of the International Baccalaureate Primary Years Programme (PYP). We hold a set of core beliefs and values that guide our educational practices and shape the experiences of our learners.

HOLISTIC EDUCATION: We believe in the holistic development of every child, recognizing that education extends beyond academics. We value the development of students' intellectual, emotional, physical and social well-being, nurturing their growth in all aspects of life.

INQUIRY AND CURIOSITY: We believe that children are natural inquirers and possess an innate curiosity about the world around them. We value and foster this curiosity, encouraging students to explore, question and seek answers independently. Through inquiry-based learning, we empower students to become lifelong learners and critical thinkers.

CULTURAL DIVERSITY AND GLOBAL CITIZENSHIP: We value and celebrate the richness of cultural diversity within our school community and the wider world. We believe in fostering a global mindset, promoting intercultural understanding and instilling a sense of respect, empathy and appreciation for different cultures. We aim to develop students who are knowledgeable, open-minded, and committed to making a positive impact as global citizens.

COLLABORATIVE COMMUNITY: We believe in the power of collaboration among students, teachers, parents and the wider community. We value building strong partnerships that support the learning and well-being of our students. We actively encourage open communication, involvement and engagement to create a cohesive and supportive community.

STUDENT AGENCY AND EMPOWERMENT: We believe in empowering students to take ownership of their learning and become active participants in their education. We value student agency, giving students a voice and involving them in decision-making processes. We provide opportunities for students to set goals, make choices and reflect on their learning experiences.

BALANCED AND CONCEPTUAL UNDERSTANDING: We believe in providing a balanced education that incorporates a breadth of knowledge across subject areas. We value the development of conceptual understanding, focusing on deep comprehension and transferable skills that enable students to make connections across disciplines.

RESPONSIBILITY AND ACTION: We believe in nurturing responsibility and a sense of social justice within our students. We value and encourage students to take action based on their learning, empowering them to make a positive difference in their communities and the world.

CONTINUOUS GROWTH AND REFLECTION: We believe in the importance of continuous growth and reflection for both students and educators. We value ongoing professional development for our teachers, ensuring they stay informed about current educational practices and methodologies. We also encourage students to reflect on their learning, fostering metacognition and self-awareness.

B.I.S. is accredited by the Council of International Schools (CIS), the Middle States Association (MSA), and is a member of AGIS (Association of German International Schools), as well as VDP (Verband Deutscher Privatschulverbände e.V.). The school is also officially recognized by the Berlin Department of Education.

Further to this, we are an authorized International Baccalaureate (IB) World School. The Primary Years Programme (PYP) of the International Baccalaureate provides us with the framework within which we develop a curriculum aligned with the mission of our school, Berlin educational requirements and the unique needs of our international students.

The global network of IB World Schools is an active professional community and our school participates in and contributes to the development of the IB world. Further information on the International Baccalaureate can be obtained from their public website www.ibo.org.

Many of the values that underpin our school are articulated in the IB mission statement.

The International Baccalaureate (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the IB works with schools and governments and international organizations to develop international education and rigorous assessment. These programs encourage students across the world to become compassionate and lifelong learners who understand that other people, with their differences, can also be right.

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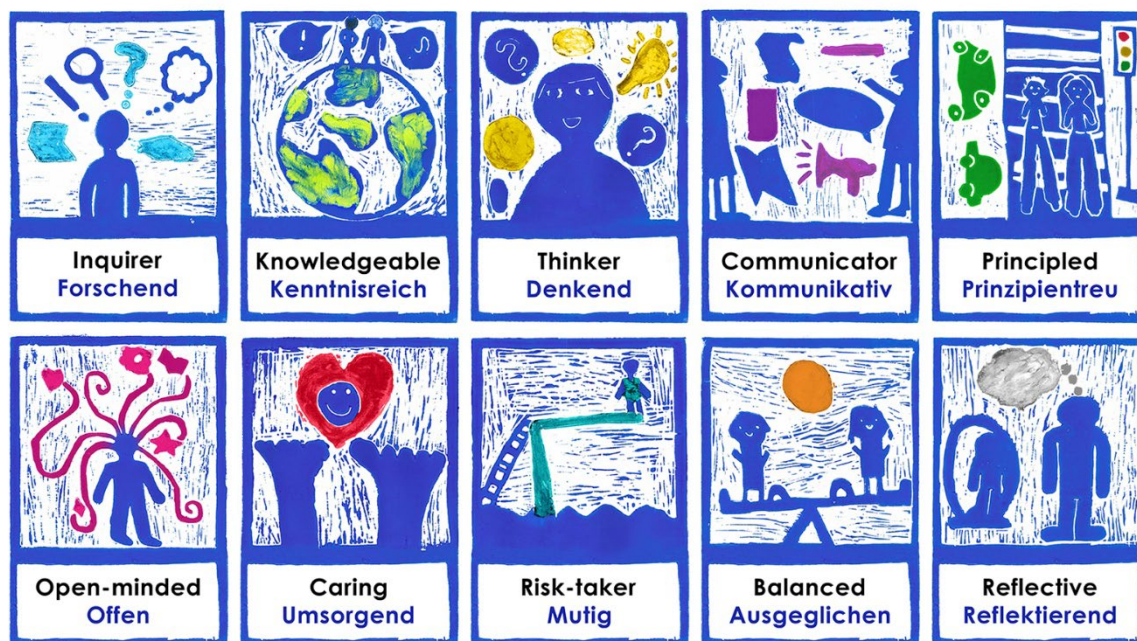
IB LEARNER PROFILE

The aim of IB programmes is to develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet, help create a better and more peaceful world. The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. The IB Learner Profile constitutes our long-term learning outcomes.



The attributes are explicitly targeted in all domains of school life:

COMMUNICATORS • THINKERS • INQUIRERS • RISK-TAKERS
KNOWLEDGEABLE • BALANCED • PRINCIPLED • CARING OPEN-MINDED • REFLECTIVE



SCHOOL COMMUNITY

STUDENT BODY

Our student body is international with the number of nationalities represented varying from year to year (over 70). Our students come from families that are local and mobile. We are a multilingual community of learners. Whilst the school emphasis is on English and German acquisition, our students come from families with diverse international and linguistic backgrounds and speak many different languages at home. This reflects the rich multilingualism and cultural diversity of our community. English is our shared community language.

STAFF

B.I.S. Primary has a multilingual/multinational staff of over 50 colleagues, all of whom are proficient speakers of English.

PARENT INVOLVEMENT

The school works closely with parents and benefits greatly from this partnership. There are two active parent bodies that support the development of the school: the Parent Teacher Association (PTA) and the Förderverein/Friends of B.I.S. (FROBIS).

PARENT TEACHER ASSOCIATION (PTA)

The aim of the PTA is to promote a strong school community and provide opportunities for members of B.I.S. to contribute to the life of the school. The PTA provides a forum for communication, an organisation for providing volunteer services and help for families to integrate into the school community by, for example, organising Buddy Families and language classes. The PTA and the Primary principal host monthly Coffee Mornings together. This forum is used to inform parents about school development, upcoming events and provides an opportunity for dialogue and feedback. The PTA coordinates a wide variety of social events, clubs and activities throughout the year. All parents are automatically members of the

PTA. The PTA is always looking to involve more parents and would value your contribution: pta-primary@berlin-international-school.de

FRIENDS OF B.I.S. (FROB.I.S.)

The aim of the Friends of B.I.S. is to raise funds to finance school enrichment projects. All alumni and parents of B.I.S. students can become members by completing the membership application and transferring the annual fee. Information about membership is available to parents at the start of the school year.



CURRICULUM

Our curriculum is based on developmentally appropriate practices, promoting multicultural awareness and an open-minded view of the world. Families and the school work together in partnership to provide the best education possible for our children. Assemblies, class newsletters, whole school newsletters, school meetings, school-wide festivities and regularly scheduled conferences allow the partnership to flourish.

In Grades 1 to 5, the programme includes Mathematics, English Language, German Language, Science and Social Studies, the Arts, Personal, Social and Physical Education. Subject area content is frequently learned through transdisciplinary units of inquiry as required by the Primary Years Programme of the International Baccalaureate. Classroom teachers are responsible for most subjects but are assisted by specialist teachers in some subjects such as German, Educational Technology (EdTech), Creative Expression, Art and Physical Education.

An integrated language approach is used in select specialist lessons at each grade level. The specific subjects taught using the integrated language approach for each grade level are shared with parents at the start of the school year. In these subjects, such as Art and Sport, English and German language integration is carefully planned to enhance language development. This complementary approach is flexible and responsive to the language needs of the students.

Due to the international nature of our student population, many children who have had little or no previous English or German language experience are enrolled at B.I.S. every year. A short English and German entrance assessment and/or interview are used to determine if students newly enrolling at B.I.S. will require additional English support and their phase of language acquisition for German group placement. To help support students, B.I.S. offers both English as an Additional Language (EAL) instruction and German as an Additional Language (GAL) or German Language Arts programmes. Students with moderate learning difficulties are fully included in all grade levels and receive targeted support from our Learning Support (LS) team.

SECTION 2: DAILY SCHOOL LIFE INFORMATION

AFTER SCHOOL CARE (ASC)

ASC is available MONDAY – FRIDAY until 16.00h.

ASC service is provided for those families who, through work or professional commitments, are unable to pick up their children at the school finishing times. The Primary Principal oversees After School Care.

The Primary's pedagogical assistants provide the care. Parents collect and sign their children out from either the dedicated ASC room for the grade level or the playground. Detailed information about ASC enrollment and procedures will be provided at our first parent evening of the school year. Children who require ASC should be enrolled beforehand (except in cases of emergency). To enroll, please fill out the ASC form which will be provided at the start of the school year.

You may register your child for After School Care:

- On a regular basis, either for specific days, weeks or for the complete service.
- On an irregular basis, on unspecified days. In this case, the parent must inform the homeroom teacher at the latest on the morning of the required day.

If a child will not attend ASC on a day he/she is registered, parents must inform the homeroom teacher. If the homeroom teacher is not informed, the child will go to ASC. Please note that ASC is provided until 16:00h. Students attending ASC may be picked up from the playground at any time between 15:10-16:00.

Should you plan to have your child picked up by someone else such as a friend's parents, the homeroom teacher must be informed. We will not allow a child to leave ASC with another person unless we have permission from the parent directly. Older siblings may pick up their younger siblings from ASC only if we have written permission. If your child is allowed to check out on his/her own you must state this on the ASC form.

AFTER SCHOOL ACTIVITIES (ASA)

B.I.S. runs a very active after school extra-curricular activities programme in cooperation with outside teachers. Activities are available in the arts, technology, sports and clubs.

After School Activities are offered at additional cost by experienced ASA teachers. Parents will receive extensive information about ASAs in September, before sign up begins. Places in some activities are limited. In general, After School Activities begin at the end of September. For queries, contact the ASA Coordinator at asa@berlin-international-school.de

ARRIVAL & DISMISSAL PROCEDURES

ARRIVAL

- Homeroom classes will be allocated a morning meeting point on campus.
- After entering campus, students will go immediately to the meeting point and be greeted by a supervising teacher.
- Students will be sent into the building shortly before 8.00h.
- Students are expected to be in their classrooms ready to learn by 8.10h.

Late entries disrupt the beginning of the day and therefore should be avoided. Students arriving late at school or leaving early sacrifice the continuity of their own work and miss out on important classroom routines. This puts the child in the difficult position of having to catch up or get settled in on their own. It is our goal to keep tardy and absenteeism as low as possible. As such, we ask for your assistance and support. If your child needs to leave school early for an appointment or another reason, please let your child's teacher know in advance. If you have an emergency and need to pick your child up from school early, please contact the office for support.

Please note, absences and tardiness are documented on report cards.

DISMISSAL

- At the end of the school day, students will be dismissed at 15:10 Monday-Thursday and at 13:45 on Friday.
- Our grades 1-3 will be dismissed by their teacher on the playground.
- Grade 4 and 5 students will sign out in the classroom, be escorted out of the building and exit campus on their own.
- Students using the school bus service are escorted to the buses by our staff members.

Parents are requested to inform the homeroom teacher if their child uses public transportation or travels home independently by foot or bicycle. Please also inform the homeroom teacher of any changes to your child's normal routine. Should a child be picked up by someone else such as a friend's parents, the homeroom teacher must be informed. We will not allow a child to leave with another person unless we have direct permission from parents. Older siblings may pick up their younger siblings only if we have written permission. After School Care (ASC) is offered to children whose parents require extended care due to work commitments until 16.00h. More information can be found in the ASC section of the parent handbook.

ASSESSMENT, REPORTING & PROMOTION/RETENTION

At Berlin International School, assessment is an integral part of the learning process and a key area of our school's Guiding Objectives: **Support learning and program development through effective, intentional assessment practices.**

Assessment is the process of gathering evidence about a student's knowledge and disposition towards a discipline, and of making inferences from that evidence for a variety of purposes. Clearly communicated, purposeful assessment helps foster positive attitudes towards learning and guides the growth and development of the learner.

In addition to our general assessment practices that are aligned with the IB Primary Years Programme, we have universal math and literacy assessments to monitor progress and inform teacher planning. Furthermore, students in grades 3-5 participate in annual standardized testing.

Teachers provide feedback on student learning and report to parents in a variety of formats. Parent-teacher conferences are scheduled in November. Student-led conferences take place in the spring. Throughout the school year, teachers, counselors and administrators will make additional contact if academic, emotional or behavioral concerns develop.

A written report is sent home at the end of each semester. The written report aims to give a comprehensive overview of achievement, learning gains and next steps. At all grade levels, students receive written comments that report on the development of the IB PYP Learner Profile and the Approaches to Learning. For performance in each subject area, the written report is competency-based. Competency descriptors are used to give a snapshot of student proficiency related to specified grade-level learning outcomes in English, German, Math, Art, Creative Expression and P.E. Mid-year reports reflect the competencies students have demonstrated during the first semester, while end-of-year reports reflect the competencies demonstrated during the second semester. The same competency statements are used throughout the school year. Where a competency has not yet been taught or is not yet expected at the time of reporting, this is indicated.

Students in Grade 5 also receive a 1-6 number score in accordance with German law. This is an overall score for the subject area.

GRADE DEFINITIONS FOR GRADE 5

Grade	Progress & Performance
1/Excellent (Sehr Gut)	Performance well above expectations.
2/Very Good (Gut)	Performance fully meets expectations.
3/Good (Befriedigend)	Performance generally meets expectations.
4/Satisfactory (Ausreichend)	Performance has shortcomings yet partially meets expectations.
5/Unsatisfactory (Mangelhaft)	Performance does not meet the expectations; however, basic knowledge exists and performance can be improved in a foreseeable period of time.
6/Insufficient (Ungenügend)	Performance does not meet the expectations; basic knowledge too weak for performance to be improved in a foreseeable period of time.

PROMOTION/RETENTION

The success and welfare of our students are the prime concern of the professional staff at B.I.S. Our staff assess students with fluidity. If a staff member has serious concerns about the academic success or personal development of a student, that teacher will request a parent conference immediately.

Promotion from grade to grade at B.I.S. is based on student performance with respect to all aspects of the curriculum and the student's academic and social development.

Excessive absences can jeopardise promotion to the next grade. Retention is rarely, but occasionally determined to be in the best interest of the child. A decision to retain a student will only be made after careful consideration and consultation with parents. The school will communicate with parents about special steps taken to support their child's learning and will be informed of any decision to retain their child in a timely manner.

BIRTHDAY CELEBRATIONS & INVITATIONS

Birthdays are a very exciting event for children. If you choose to celebrate a child's birthday in school with snacks, please consult with your child's teacher first to decide upon an appropriate arrangement that will not disrupt the class routine.

Some children have serious allergies that may limit the types of foods they can safely eat. Please note that we are a nut-free school. Small individual treats are more desirable (cupcakes, cookies, brownies, etc.) as they do not require cutting and cutlery. In addition, we encourage parents to provide a healthy alternative such as fruit. Please do not bring in party bags with extra treats for students.

To avoid hurt feelings and awkward situations for children, the school has a policy that forbids handing out party invitations at school, unless all students of the homeroom are invited. It is appropriate for invitations to be mailed to the students' homes or sent via email to parents.

CALENDAR & SCHOOL CLOSURES

An overview of general holidays and school closure dates can be found on our Parent Portal. A link to a live internal calendar with special scheduled events, celebrations and trips is shared with parents at the start of the school year. Reminders will also be sent via email. Please note that on the last day of each semester our schedule is different. Children are given their written reports in envelopes to take home and can celebrate the last hours with their teachers, bringing healthy closure to the semester. School ends at 11.30h on these days.

CLOTHING APPROPRIATE FOR SCHOOL

Please consider the following and send your child to school in appropriate clothing.

- Children will have outdoor recess in all but extreme weather.
- Some activities are messy and clothing may be stained.
- Children must get changed independently – clothing and shoes should be comfortable and free of complicated fasteners.
- Grades 1-3 change into indoor shoes while in the building. Please provide your child with a pair of indoor shoes.

CODE OF BEHAVIOUR & DISCIPLINARY PROCEDURES

As part of the B.I.S. Mission, we strive to create a safe, supportive environment where the physical and emotional integrity of each member of our community is respected. In alignment with the IB Primary Years Programme philosophy, we also focus on an affirming approach to managing student behaviour that promotes respect for self and others and aims to give students the strategies and tools to be successful in managing themselves and their interactions. Our emphasis is on preventing problems by helping students to understand each other, work constructively together and develop responsibility for their own actions.

Our goal is for children to exercise self-discipline, empathic reciprocity and respect for each other's needs while they work and solve problems together with guidance and support. It is our aim to support students in developing a long-term intrinsic sense of accountability as global citizens, with awareness, respect and appreciation for our diverse community at B.I.S.

Our learning community Code of Behavior has been developed to support transparency, clarity and consistency. At the start of the school year, teachers spend time sharing and exploring our learning community Code of Behaviour with the students. In addition to the Code of Behaviour, each homeroom and specialist class collaboratively creates Essential Agreements for the school year. These Essential Agreements set class commitments which each student is responsible for following. The Essential Agreements should foster the development of a community of learners and be a tool that is used and revisited regularly.

Below you will find our learning community Code of Behaviour which students should strive to meet. We focus on these expectations intentionally with our students to develop the understanding, skills and strategies necessary to help them put our Code of Behaviour into practice.

RESPONSIBLE For our learning, actions and words.	Try our best each and every day. • Be on time and ready. • Have our materials. • Take our learning seriously. • Follow school routines independently. • Be in control of our behaviour. • Do the right thing, even when no one is watching.
RESPECTFUL To all students, all staff and our school environment.	Use whole body listening. • Be cooperative. • Follow requests and instructions promptly. • Speak and act politely. • Look after and take care of our school and equipment.
SENSIBLE AND SAFE In our play, interactions and movement.	Be gentle with one another. • Move calmly around the building. • Use equipment properly. • Share equipment and materials.
KIND, FRIENDLY AND CARING In our interactions with everyone.	Be polite and use good manners. • Carry out kind deeds. • Look after one another. • Show appreciation. • Use kind, encouraging words. • Include others. • Take turns. • Have a positive attitude and an open-mind.

Disciplinary Procedures

B.I.S. staff and administration are responsible for enforcing firm, fair and consistent disciplinary procedures. The entire school is engaged in teaching and practicing the IB Learner Profile and appropriate behaviors that promote a safe and caring school environment. We are committed to the Positive Discipline approach. For instances where Essential Agreements or Codes of Behavior are broken, there is a progressive set of consequences and/or procedures that are followed to create a safe learning environment. Our approach includes consequences based on the following beliefs:

Consequences should be gradual: This sends the message that students have the potential to change their behaviour. Students are given support in understanding expectations and strategies to meet them. Should they repeat the misbehaviour, they have made a choice which then results in a more severe consequence.

Consequences should be logical: A logical consequence is a sanction that is proportional to and fits the misdemeanor. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.

Consequences should maintain students' dignity: Consequences should be consistent from student to student and delivery of the consequence should address the particular behaviour in question, not the student and their behaviour history.

Our approach affords every student guidance in making good decisions about their behaviour and, as such, an opportunity to learn in a positive, nurturing environment.

We use a stage system to support a consistent, managed approach with students.

+	None	Positive Consequences: • Recognition & positive feedback • Trust • Appreciation • Full privileges
1	Minor issues in the classroom context or on the playground which require staff attention	• Warning • Redirection • Teacher monitoring/watching • Talk with parents or note in student book • Risk of losing trust and privileges
2	Recurring issues in the classroom context or on the playground where the student needs extra support/guidance	• Behavior reflection time away from class or play time • Logical consequences Examples: Community service (tidy up shoe racks/lost & found, playground clean up, helping out at lunch), loss of privileges (loss of soccer play time or sand playground, quiet recess on red square), completing school work at home, removal from group situation or class activity within class-room, temporary quiet working area within classroom, new seating placement, calm down/refocus time • Note or phone call to parents • Daily goals/support plan to help student make better choices • Weekly report to parents • More teacher monitoring/watching • Need to earn back trust and full privileges
3	Intentional harm, oppositional behavior or repeated incidents disturbing the learning environment	• Logical consequence (see examples above) • Expectation Plan with Lead Teacher • Possible Recess Pass • Parent note and meeting at school • Regular check ins by Lead Teacher to monitor improvements • Loss of privileges for a longer period of time • Risk of not being able to go on a class trip or outing due to lack of trust
4	Recurring intentional harm, oppositional behavior or repeated incidents disturbing the learning environment.	• Consequence: Student suspension (in-house or at home) • Parent meeting with Principal • Principal Intervention Plan • Loss of privileges • Restricted school day and daily check ins with Principal • Documented in student file and report card
5	Breaches stage 4 Intervention Plan by continuing to exhibit intentional harm, oppositional behavior or repeated incidents disturbing the learning environment.	• Consequence: Immediate suspension (student to be sent home) for up to 10 days • Parent meeting with Director of B.I.S. • Risk of not being allowed to return to school

COUNSELLING SERVICES

THE ROLE OF THE PRIMARY COUNSELLOR

The Primary Counsellor offers information, support, advice, guidance and counselling. Counselling is a confidential relationship that exists between the counsellor and one or more members of the community incorporating students, parents and teachers. It is intended to help to resolve, or cope constructively with problems and developmental concerns. Students may decide to refer themselves by making an appointment with the Primary Counsellor, or in certain circumstances, they may be referred by their homeroom teacher, or by their parents. The counsellor will meet with the student privately and confidentially, in order to agree on a mutually acceptable course of action that will aim to help resolve the current problem or issue that they wish to reconcile or cope with.

COUNSELLING SERVICES & THE REFERRAL PROCESS

At B.I.S. counselling services aim to assist students who are experiencing personal difficulties that may interfere with their academic, personal, social or family life. A wide range of services and interventions are available to assist in addressing problems or concerns that could relate to: student behaviour, relationships, parental split-ups, bullying, friendship problems, alcohol/drugs, stress, someone ill and/or bereavement, etc. Needs are sensitively recognised, first through the caring relationship between teacher and student. Students and parents/guardians should always, where possible, speak first with their homeroom teacher. Where difficulties are more persistent, early detection will allow counselling to take priority over complaints and sanctions. Students can independently seek counselling or may be guided in this direction by a teacher, or their parents. The Primary Counsellor will provide the student an opportunity to work through his or her difficulties with someone who will be non-judgmental, caring, and understanding. The counsellor will listen actively to the student, developing a supportive relationship based on sincerity and mutual respect.

CONFIDENTIALITY

Confidentiality forms the cornerstone of the Primary Counsellor's work. The students, parents and teachers must be convinced of the safety of the counselling relationship to create trust. Confidentiality is always kept in balance with safety. Confidentiality is maintained in all circumstances except where harm to the student or others could take place.

MAKING AN APPOINTMENT

The Primary Counsellor is in school every day from 08.00h–16.00h. It is necessary for parents/guardians to make an appointment by leaving a message in one of the counselling service post boxes or by emailing or telephoning the Primary Counsellor's office.

If you need an urgent appointment then either call, email or leave a message in the Primary Counsellor's school »post box«. Email: counselor_primary@berlin-international-school.de • Phone: +49 (0)30 82 00 77 78

CULTURAL CELEBRATIONS

Parents, children and staff are encouraged to share culturally significant traditions and celebrations within the homeroom. This enriches our learning in school, explores facets of identity and supports a sense of belonging. Parents should contact the homeroom teacher if interested in sharing in their child's class. In Primary, we highlight the German Advent time leading up to Christmas in school to learn about German traditions. In addition, our German as an Additional Language teachers take an active role in focusing on other German holidays such as Saint Martin's Day and Fasching.



DAILY SCHOOL TIMETABLE & ROUTINES

MONDAY-THURSDAY

GRADES 1 & 2		
Welcome	8:00	8:10
1	8:10	8:55
2	8:55	9:40
3	9:40	10:25
Recess	10:25	10:50
Homeroom	10:50	11:10
4	11:10	11:55
Recess	11:55	12:20
Lunch	12:20	12:45
5	12:45	13:30
6	13:30	14:15
7	14:15	14:25
8	14:25	15:10

GRADES 3 - 5		
Welcome	8:00	8:10
1	8:10	8:55
2	8:55	9:40
Recess	9:40	10:05
Homeroom	10:05	10:25
3	10:25	11:10
4	11:10	11:55
Recess	11:55	12:20
Lunch	12:20	12:45
5	12:45	13:30
6	13:30	14:15
7	14:15	14:25
8	14:25	15:10

FRIDAY

GRADES 1 & 2		
Welcome	8:00	8:10
1	8:10	8:55
2	8:55	9:40
3	9:40	10:25
Recess	10:25	10:50
Homeroom	10:50	11:10
4	11:10	11:55
Recess	11:55	12:20
Lunch	12:20	12:45
5	12:45	13:30
6	13:30	13:45

GRADES 3 - 5		
Welcome	8:00	8:10
1	8:10	8:55
2	8:55	9:40
Recess	9:40	10:05
Homeroom	10:05	10:25
3	10:25	11:10
4	11:10	11:55
Recess	11:55	12:20
Lunch	12:20	12:45
5	12:45	13:30
6	13:30	13:45

On Thursday afternoons, students engage in Primary Assemblies. These may be whole Primary, or grade level and mixed grade level assemblies depending on the purpose. They provide an opportunity to foster a sense of community, celebrate shared achievements and successes, acknowledge students who demonstrate the attributes of the IB Learner Profile, discuss grade level issues, or inform and perform. Whenever appropriate or possible, parents will be invited to attend.

EDUCATIONAL TECHNOLOGY

In Primary we use a range of digital tools and services to support day-to-day teaching and learning. Our students will be provided with anonymised school Google Workspace for Education email addresses.

We are very mindful of the need to protect our students' data and their online interactions while they are learning to be safe, responsible digital citizens. For that reason, these accounts have been created and managed so that students do not have access to email, and it is impossible to send or receive emails with these email addresses. These email addresses will be used primarily to provide upper Primary students access to Google Classroom and all Primary students individualised access to valuable educational resources such as Seesaw. Google Classroom is an effective tool to support collaborative learning and communication, and will be used as a tool to teach students how to safely and sensibly create, store and collaborate on documents with their classmates and teachers. Additionally, individual access to selected digital

resources that are managed and curated by teachers, provides us with an opportunity to teach our students very important digital citizenship skills in a safe yet meaningful context.

In recent years, school leadership and the Kant Foundation have worked hand-in-hand to develop User Agreement/Guidelines. As stated in our Guiding Objectives, we aspire to »Innovate with technology to further enhance teaching and learning.« By signing the User Agreement/Guidelines form after admission B.I.S., parents/guardians will help ensure digital resources are managed safely and securely.

Please note that Google Workspace for Education is GDPR compliant, does not collect or use student data, nor are there advertisements. Any platforms used in school that are not GDPR compliant will be included on our Software Agreement form that parents sign at the start of the school year.

EVENTS & ADDITIONAL LEARNING OPPORTUNITIES

We offer many opportunities for students to learn beyond the classroom and develop different talents and skills. In addition, we host events that build and strengthen community. Here are just a few examples:

ASSEMBLIES

Regular assemblies are scheduled throughout the school year on a grade-level basis or involving the whole Primary.

EXCURSIONS

At various times in the school year, students participate in different off-campus activities such as field trips, Circus Week, overnight camp in grades 4 & 5, learning workshops, museum visits, day trips to the forest, etc. Parents will be informed in advance.

GRADE 3 SWIMMING

Students in grade 3 participate in mandatory swimming lessons as part of the required physical education programme in Berlin. Homeroom classes travel by school bus to a local swimming pool with our P.E. teachers once a week for their lesson. More information is provided at the start of the school year.

GRADE 4 CYCLING & ROAD SAFETY EDUCATION

Grade 4 students take part in Berlin's Cycling & Road Safety Education, which helps them develop the practical skills, road awareness and knowledge needed to cycle safely and responsibly. Students learn and practise bicycle handling, traffic rules, recognising hazards, responding to other road users, and making safe decisions in different traffic situations. Training takes place at Berlin youth traffic schools and is supported by traffic safety advisors from the Berlin Police. At the end of the programme, students complete both a theory and practical cycling test and, if successful, receive their cycling licence. Further information about the programme will be shared at the start of the school year.

GRADE 5 IB PYP EXHIBITION

In the final year of the Primary Years Programme, students participate in a culminating inquiry process known as the IB PYP Exhibition. Students are required to engage in a collaborative transdisciplinary inquiry process that involves identifying, investigating and offering solutions to real-life issues or problems.

GRADE 5 GRADUATION

At the end of the school year, we host graduation ceremonies for our grade 5 students and celebrate the completion of the IB Primary Years Programme.

PERFORMING ARTS FESTIVAL

Annually, Primary puts on a Performing Arts Festival where students in Grades 2-5 prepare and present group performances, showcasing singing, playing musical instruments, dancing, acting, or even reciting poetry. The primary goals of a Performing Arts Festival are to encourage creativity, boost self-confidence, and provide a platform for students to develop and showcase creative talents. It promotes teamwork, discipline and the exploration of different artistic forms.

The festival also helps students develop essential skills such as public speaking, stage presence and the ability to work collaboratively with others.

PRIMARY CHOIR

As part of after school activities for our grade 2-5 students, we have an active Primary Choir which regularly performs at school and outside events. Our choir leader creates a supportive and inclusive environment where students can explore their vocal abilities, develop musical and collaboration skills and experience the joy of singing in community. More information will be shared with parents at the start of the school year.

SPORTS DAY

Towards the end of the school year, we organize a Sports Day following the Bundesjugendspiele guidelines. This day provides the opportunity for our community (teachers, students and parents) to come together and support children in developing an awareness of different facets connected to a healthy lifestyle and to celebrate individual athletic pursuits and progress.

STUDENT REPRESENTATIVE COUNCIL

The Student Representative Council (SRC) provides an excellent opportunity for students in grades 2-5 to take on a leadership role within our school community. Through the SRC, children can express ideas and views, provide valuable feedback and influence decision-making in their learning community. Each homeroom elects two students to join the SRC for the school year.

What is the aim of the Student Representative Council?

- To represent the voice of the student community
- To work together with our whole community to support our school goals
- To support two-way communication between the student community and the school leadership
- To be active leaders by sharing ideas and helping organise school activities and events

Changemakers

Changemakers are student leadership groups that form throughout the school year to empower learners to make a positive difference within our school and beyond. It provides opportunities for students to take initiative, lead meaningful action and create change in areas they care about.

What is the aim of Changemakers?

- To inspire and empower students to take action on issues that matter to them
- To promote sustainability, inclusion and wellbeing within our school community
- To develop leadership, collaboration and problem-solving skills
- To plan and lead initiatives, projects and campaigns that create positive change
- To strengthen our community by fostering agency, compassion and responsibility

FIELD TRIPS

Field trips play a crucial role in education, providing unique learning experiences beyond the traditional classroom setting. They offer our learners the opportunity to engage in real-world, hands-on activities that enhance their understanding, knowledge, and personal growth. Teachers will arrange class field trips connected to our curriculum at different points of the school year. For short travel distances with minimal transfers, we use public transportation.

For farther distances, we use a local school bus company. When the bus company is used, the bus fee is paid by the parents. Our field trips are carefully planned and involve risk assessments; extra staff members attend the trip to ensure safety. When a field trip is planned, parents will be notified prior to the event stating the location, time, transportation, and nature of the event. Safety procedures will be explained and reviewed with the children in advance.

When a child joins our school, B.I.S. distributes a General Excursion Permission Form that is valid for the whole school career.

No student will be allowed to participate in a field trip without the written approval of the parent, via the parent's signature on the General Excursion Permission Form. If we do not have your explicit permission to take your child on field trips, the student will remain in school under the care of another teacher. Please note that the cost of field trips and bus transport is not included in tuition fees.

GUEST STUDENTS

From time to time, we receive requests for a child, usually a friend, relative or former student, to attend school with one of our students. We unfortunately cannot accommodate a day visit in classrooms; however, a visiting child may visit the school at recess times. Please check in at the reception desk.



HOMEROOM CLASSES

All homeroom classes are mixed every school year. This is a common practice in many schools around the world. New and returning students are placed in homeroom classes based on recommendations from past homeroom teachers, the Primary Counsellor, the Primary Principal and other faculty members. Towards the end of the school year, we will make tentative placements according to the criteria below.

Academic range and balance between new and returning students:

- Behaviour needs
- Language needs within the class
- Optimal peer relationships
- Gender
- Nationality (in order to maintain diversity in each class)
- Size of the class
- Special needs requirements within the class
- Teacher's professional judgment/experience/detailed knowledge of child,

considering academic and personal abilities and needs.

These recommendations are given very careful consideration and will remain tentative until after the arrival and assessment of new students is completed at the commencement of the next year. Class lists are initially developed independent of who the specific teacher may be.

At an international school there is always a certain amount of movement amongst the faculty as new teachers arrive, and others move on. Those teachers who remain may request a chance to teach at a different grade level or may have been appointed to a new role and not be available as a homeroom teacher. Parents and students will be informed of their respective classes and teachers before the first day of school via email. We do not accept requests for specific classroom teachers or peer placement.

HOMEWORK

The impact of homework on primary-aged children is a topic of ongoing debate among educators, researchers and parents. At B.I.S., we keep home practice & learning tasks to a minimum to support balance between self-management and academic goals with the need for rest, play, outside activities and family time. As a school, we want our learners to have an active, healthy and well-rounded childhood experience. In addition, we aim to always use in-school instructional time for impactful teaching and learning; Managing homework routines and procedures takes time away from valuable instructional time. Homeroom and German teachers will give families an overview of their planned approach to homework designed to meet specific grade level goals connected to self-management skills and areas for practice at the first parent evening of the school year. To support literacy development, each grade-level will require that children are read to or read independently on a daily basis. Language development is fundamental to all learning.

We also encourage parents to talk with their children in their home language and to ask questions about what they have done in school as this reinforces learning and is an invaluable time to connect with a child's school experiences.

LIBRARY

OPENING TIMES

The Library staff always extends a warm welcome to all members of the B.I.S. community. The Library provides an environment in which teaching and learning take place and students can independently follow their interests. The up-to-date Library resources are also intended to encourage a love of reading and enjoyment of books.

CIRCULATION

The Library collection is catalogued using the Dewey Decimal System. Circulation is performed by the Teacher-Librarian, the Library volunteers or by the designated Library class helper with supervision of the Library staff. Books are issued to the designated patron with help of our Library management system. Books must be processed before leaving the Library. Our library database »Oliver« allows access to our library catalog from home in a user-friendly way. This enhances communication between the library and home. Students can access the database with the same user name and password that they use for their RAZ Kids account. The account details are shared with students at the start of the school year and can be found in their blue book or student planner. Once logged on, students and parents can browse our extensive catalog of titles at home, see which books are currently checked out and view borrowing history.

Oliver has two interfaces: the normal Oliver interface and the Orbit interface. The Orbit interface is curated for younger students, however, students can access whichever interface they prefer. After entering login credentials, students will land on the regular interface. The Orbit interface can be accessed by clicking on the Orbit button in the top right-hand corner. To access the catalog simply click on this link: <https://berlininternational.oliverasp.co.uk/>

We have also added electronic books so that students can read the newest books online. The ebooks are accessible through an additional application called Sora or through their online portal <https://soraapp.com>. On Sora, select Berlin International School to check out books online and read them on personal devices.

GENERAL REGULATIONS

The Library can and should be used for reading, student research and other Library connected activities depending on the opening hours. No food or drinks are allowed in the Library. Conversations are to be held in low voices only. Music players and mobile phones must be turned off.

MEMBERSHIP

All B.I.S. Primary students and teachers are automatically issued with book borrowing privileges. Parents wishing to become patrons should stop by the Library and a membership will be allocated.

OVERDUE

A week after a verbal reminder, an individual printed overdue slip will be given to the homeroom teacher to put in the Student Diary for your information.

DAMAGED OR LOST BOOKS

If a library book is lost or damaged beyond repair, the student and family will be informed. Families will be asked to purchase a replacement copy or, in consultation with the school, order another book of comparable value for the library.

LEAVING STUDENT

A student leaving during or at the end of the school year has to return all the books to the Library. Should any books not be returned, we will contact the family about replacement.

LOST & FOUND

Personal property such as clothing, toys and school materials are the responsibility of the student and his/her family. The lost and found boxes in the Primary basement contain unclaimed, unlabeled clothing. Clothing and shoes that are labeled can be easily returned. Please put your child's name on all outer garments, including hats and boots.

At the end of each semester all items left in »lost and found« will be donated to charity. Be sure to check the lost and found box regularly. The school accepts no responsibility for money or valuables brought to school. Please also label all of your child's personal items such as drinking bottles and lunch boxes.

LUNCH & SNACK

Students in Primary eat twice during each school day. Parents are requested to provide a snack for mid-morning. We encourage the children to bring healthy snacks such as fruit, yogurt and sandwiches. Foods with a high sugar content should be avoided and candy is not allowed. Please note that children need a water bottle and may only drink water in school. We have found that if snacks are too large, children often will not eat well at lunchtime. The school provides warm lunch daily, plus a salad bar with many options. Students sit together in their class groups in the cafeteria and the food is served »family style« – brought to the table in dishes. Leadership is fostered through a rota of student »lunch helpers« who assist with food service. We also wish to promote courteous table manners and independence, in addition to encouraging the children to try everything. If your child is a vegetarian, please inform the homeroom teacher. If your child has special dietary requirements due to health reasons, please inform the homeroom teacher and the Welfare Officer. Please note that the kitchen does not serve pork at school, and that 5th Graders eat lunch in the Secondary Cafeteria.

PHONES, SMART WATCHES & CAMERAS IN SCHOOL

Students may request use of school telephones only in cases of emergencies. Students may not use mobile phones, cameras or smart watches during school hours, this includes during ASC and ASA times. We are aware that mobile phones have become an important part of our modern lifestyle. Thus, we understand there are times when possession of a mobile

phone or smart watch can provide a sense of safety and security while travelling to and from school, as well as enabling urgent calls or contact for parents.

However, we request your support in implementing the following:

- During school hours the use of mobile phones and smart watches are not permitted on school grounds for Primary Students. If a mobile phone is brought to school, it has to be kept in the 'off' mode at all times and stowed away.
- Before, after and during school hours, Primary students are not permitted to watch videos, access websites or play music using a mobile phone or electronic device on campus. Should a student be found doing this, the phone will be confiscated and returned to the parent.
- Any student found using any digital device in an inappropriate manner (bullying, harassing, intimidating) will have the device confiscated and returned to the parents. The student would also be subject to the appropriate discipline code.
- Students bring mobile phones to school at their own risk.
- Parents should not call or text their children during school hours. In the case of an emergency, parents should contact the school office, not their children directly. Messages can be left with the school secretaries for delivery to students.
- Parents will be asked to turn phones off when volunteering in classrooms and attending assemblies and meetings so they do not disrupt the school's programmes.
-

PROPERTY

SCHOOL PROPERTY

The school loans class books, library books and occasionally digital devices with the understanding that students will return them in good condition. It is the responsibility of the student to make sure that these books are not stolen or damaged beyond reasonable wear and tear. Students who are unable to return, in reasonable condition, property loaned to them by the school will be required to replace it.

Students are also responsible for appropriate use of other school property: the building, furniture, computers, iPads, Library, Science and PE equipment. Any loss or damage to school property, whether accidental or deliberate, may require reimbursement for the cost of replacement or repair.

PERSONAL PROPERTY & TOYS FROM HOME

Students must assume responsibility for personal property, sports equipment and other items brought to school. These should be appropriately labelled. We strongly advise that parents do not send large amounts of money or valuable personal items such as mobile phones or toys with their children to school.

At no time are knives, toy guns, or other weapon-like objects allowed at school. If there is a question as to whether an item is defined as a weapon, school leadership will have the final say in determining its appropriateness at school. Students that do not respect this policy could be subject to suspension or expulsion.

In general, toys and trading cards from home should not be brought to school. At select times your child's class may have sharing days. Teachers will notify parents as to what is appropriate (toys or other items) to bring for sharing. We ask that you read the information given to you by your child's teacher at the beginning of the year. If an item is brought to school, we cannot be responsible for it.

Money, toy guns, water pistols, electronic and war toys are not acceptable. The school will accept no responsibility for the loss of »trading cards«, etc., and strongly discourages children from bringing these to school.

STUDENT PHOTOS & IDENTIFICATION CARDS

In the fall, the school arranges for individual and class photos for students with a professional photographer. Parents have the option to purchase these photos. These photos are used in the Yearbook. In addition, students receive a Student ID Card from our school photographer. Should a child need an ID card more urgently, please contact the Primary office.

STUDENT SUPPLIES

At the end of each academic year, a list of student supplies for the upcoming school year will be included with the written report. We ask that students always have the required supplies with them at school. New families will receive the list via email before the start of the school year.

SECTION 3: HELPFUL GUIDELINES FOR PARENTS

COMMUNICATION OVERVIEW IN PRIMARY

BLUE BOOKS/STUDENT DIARIES

Each student is issued a Blue Book or a Student Diary, depending on the grade level. The routine and use of Blue Books/Student Diaries purposefully include students in the communication between home and school. Parents can write after school pick up arrangements, questions, etc., to teachers in the Blue Book/Student Diary. Teachers check these daily, and we ask parents to do the same.

HOMEROOM UPDATES

Depending on the grade level, an email will be sent periodically which provides them with an update and overview of learning. This email includes upcoming dates, class field trips, regular curriculum overviews for units of inquiry and learning highlights.

CURRICULUM INSIGHTS

At the beginning of each new Unit of Inquiry, students will bring home our Curriculum Insights newsletter. This newsletter provides valuable information about the upcoming 6–8 week learning focus and goals for both the Unit of Inquiry and the various subject areas. It aims to give parents a clear understanding of the knowledge, skills and concepts their children will be exploring. We encourage families to read these newsletters, take on the suggestions to support learning at home and, as always, engage in conversations with your child about their learning in your home language

SCHOOL UPDATES

Regular updates are sent out to all parents sharing current news, detailing important events and communicating about development in all sections of the school. Principal Bulletins are sent to parents every 4-6 weeks.

PARENT PORTAL



Our Parent Portal, via iSAMS, is an important tool for staying informed and connected. Through the Parent Portal, families can access important information such as timetables, attendance records, lunch menus, school announcements and calendars. It provides a secure and convenient way to keep up-to-date. We encourage all parents to check the Portal regularly to stay informed and engaged in our school community. Information on how to sign up and access the Parent Portal will be shared with new families at the start of the school year.

EMAIL

All teachers in the primary school can be communicated with via email. Follow this link to access a full staff list and contact information: [Primary Staff Contact List](#).

Correctly used, email can make contact and communication very efficient; nevertheless, there is the potential for misuse and misunderstanding. While email is an excellent method for communicating purely factual information, for more detailed discussions, a face-to-face meeting is more effective.

Parents are asked to take note of the following:

- Emails are subject to the same requirements of courtesy, respect and consideration as would apply to all other forms of communication.
- Instant responses cannot be expected – teachers are away from their desks for most of the day focusing on their regular duties of lesson preparation, teaching and caring for the children.
- For urgent matters, please contact the school by phone, not email.
- Staff are advised to check and answer emails only while they are at school during school hours. Please respect that teachers will not be checking or writing emails while they are at home, outside of school hours, or on the weekends or holidays.
- Emails must be written with the understanding that others may see them. Privacy cannot be guaranteed.
- Staff may not redirect parent emails to other families but may forward emails to other school staff.

INFORMAL CHATS

These can take place at the beginning and end of the school day, however, if more than a few minutes are required, please make an appointment at a mutually convenient time.

BACK TO SCHOOL NIGHT

At the start of the year, each grade level has a Back to School Night which provides parents the opportunity to meet homeroom and specialist teachers, as well as learn about the curriculum and routines.

COFFEE MORNINGS

The PTA and the Primary Principal host monthly Coffee Mornings together. This forum is used to inform parents about school development, upcoming events and provides an opportunity for dialogue and feedback.

PARENT TO PARENT COMMUNICATION

At the start of the school year, homeroom class contact lists are generated with parent permission and are distributed by the homeroom's Parent Representatives.

Parent Representatives may choose to set up a parent Whatsapp chat to communicate with parents. Should this be the case, we ask that such chats are only used to share non-personal information. We kindly ask that any complaints, concerns or feedback about teachers, school programme, other students, etc. is given directly to the school, not shared via this informal parent communication channel.

SCHOOL WEBSITE

The B.I.S. website provides general information about our school. Please use this link to access the website directly:
B.I.S. Website

SEESAW DIGITAL LEARNING

Seesaw is a digital learning platform that provides teachers and students with creative tools to help capture and reflect upon their learning in an ongoing way. Seesaw is a simple way for teachers and students to record and share the learning that is happening in the classroom. Each student gets their own portfolio journal and will add examples of their learning to this in the form of photographs, videos, drawings, or notes.

At the start of each school year, parents are sent the code to access their own child's portfolio and must sign up and download the app or access this via computer. When there are new Seesaw posts, families can be notified via app notification, email or SMS. Parents are only notified about their own child's learning.

SEESAW COMMENTING GUIDELINES FOR PARENTS

Once a family account has been set up, we encourage parents to visit Seesaw regularly. Parents are able to »like« and comment on their child's Seesaw posts. We kindly ask all parents to follow the commenting guidelines below to ensure this tool is being used consistently and in a meaningful way.

We would like to keep all comments learning focused to support and celebrate the development of our learners. Feel free to use your home language when commenting.

**Seesaw
Comments are:**

**Encouraging
Growth focused
Helpful
Constructive
Polite**

**PARENT
GUIDELINES**

The purpose of commenting and liking on Seesaw is to support a connection between home and school and provide parents the opportunity to be a part of the learning community. It gives parents the chance to encourage and support their Primary learners, plus it is a great starting point for further conversations and feedback at home.

Sample Comment Starters for Parents:

- »This was interesting to me because...«
- »I really liked ____ about your post.
Have you thought of ____?«
- »I can tell you improved in...«
- »I can see that you put effort into...«
- »I think you did a great job because...«
- »This was interesting to see because...«
- »This post shows that...«

IMPORTANT TO NOTE:

- Families only have access to their child's journal. This means you will see student work tagged with your child's name and posts the teacher tags with 'Everyone'.

- If you leave a comment or a 'like' on a post, your child and any other child tagged, and their families, can see the comment or 'like'.
- All questions or messages for the teachers should be sent via email, not as a Seesaw comment; teachers are not notified if you ask them a question in the comment area of Seesaw and, therefore, will not see it.

COMMUNICATION CHANNELS

At B.I.S., we value open and respectful communication between home and school. Our faculty and leadership team are deeply committed to the welfare and progress of each child. During the school year, questions or concerns may arise, and we encourage parents to communicate directly so we can work together to support your child effectively.

The following steps are recommended:

- Contact your child's teacher first: If you have questions about your child's schoolwork, general academic or social development or specific concerns, please begin by speaking directly with the responsible teacher. You can arrange appointments through the school office or contact the teacher directly.
- If further support is needed, or if you are unsure who to speak with, contact the Primary Principal: Concerns that cannot be resolved with the teacher, questions of a broader nature concerning the school's operation and programmes, or uncertainty about who to contact can be discussed with the Primary Principal. Appointments can be arranged through the Primary Office.
- For broader school matters or whole school policies, contact the Director: The Director is responsible for the overall leadership of the school and serves as the main point of contact between PKS and parents for school-wide matters, policies, strategic decisions and community-wide concerns. If an issue remains unresolved after speaking with the Director, it may be referred to PKS. Please note that communications directed to PKS should be submitted in writing and addressed to the CEO.

PARENTAL CONDUCT

B.I.S. is a safe and supportive community, where relationships between staff and with other adult members of the community, especially parents, must demonstrate mutual respect and a recognition of shared responsibility for student welfare and educational progress. Parental involvement is an important factor in educational success and in dealing with emerging issues with children's learning at an early stage.

In cases of parental involvement, unacceptable behavior by any parent towards staff will be confronted and challenged. The B.I.S. Leadership Team is responsible for ensuring the health and safety of school staff and students in an environment of trust, care and respect. Unacceptable behavior includes but is not limited to threatening or actual physical violence, intimidation, unwarranted verbal or written threats, shouting, swearing or inappropriate emails and the circulation of malicious rumors in the community.

Any communication by email between home and school should be friendly and respectful. Inappropriate email exchanges include negative emotional responses, personal criticism, threats and unsupported claims. Where such behavior does occur, school staff know that their employer will play a proactive role in taking all possible action to deal with it. These include the following stepped sanctions which will be applied according to the severity of the incident:

1. A school meeting with the parent/guardian, staff member in the presence of a school leader to resolve the issue in a mutually respectful and constructive manner.
2. A written warning to the parent from the Principal after investigation of the incident
3. Referral to the Director which may result in measures which address the specific action.
4. Referral to the Director which may result in expulsion of the student from the School as a final resort.

Advice and support are given to B.I.S. staff on procedures to follow in dealing with such incidents at any stage required in dealing with parents.

DUTY OF CARE

During school hours, students are under our duty of care and, therefore, we kindly ask parents to support our work with the children by not interfering, should there be conflicts or issues between children. Report directly to the teacher, who will then manage the situation. This approach is also expected on field trips and when parents are supporting in the classroom. Before arrival and after dismissal, students are under the care of their parents/caretaker and should be directly supervised. Students and parents are required to adhere to all school rules anytime they are on campus. Students are not allowed to be on campus unsupervised.

PARENT & EMERGENCY CONTACT DETAILS

Please ensure your contact information is always kept up to date, as we need to be able to contact you in an emergency. It is imperative that the school also has up to date contact information for an adult deemed an emergency contact in case we are unable to reach you.

ATTENDANCE PROTOCOL

Students are expected to attend school each day, all day. If a student is absent or late to school for any reason, parents must email the school receptionist (office@berlin-international-school.de) and the homeroom teacher by 08.30h on the day of the absence or tardiness. Alternatively, parents may call the school receptionist: 030-82 00 77 90. During non-school hours, parents may leave a message on the school's answering machine to substantiate the absence. If a student is absent without notification, the school reserves the right to contact the student's parents by phone to confirm the absence. A note written by the parent or guardian explaining the reason for the absence or lateness should follow the phone call.

INFORMING SCHOOL ABOUT ILLNESS & DOCTOR'S APPOINTMENTS

Parents are urged to schedule doctor, dentist and other appointments after school hours or during vacations wherever possible. Each absence must be excused in writing to the appropriate homeroom teacher. The school may at any time request a formal written doctor's note or certificate. Students who miss classes are required to complete all regular assignments and any additional work regarded as necessary by their teacher(s).

RELIGIOUS HOLIDAYS

B.I.S. understands that students of various cultures and religions within the school observe diverse holidays. The school respects observations of various holidays and requests that parents inform the school of plans for absences due to the observation of special religious holidays. A special leave request is not required. During Ramadan, it may be that a few older children partake in partial fasting, although primary-aged children are exempt. We kindly ask parents to inform their child's homeroom teacher if their child will be attempting any fasting during the school week.

ABSENCES IMPACT LEARNING

When a student is absent from school and makes up homework and class work, only part of the learning process proceeds normally. When students are absent, they miss:

- The interaction that goes on in classroom discussions.
- The learning that comes through classroom activities.
- The possibility to ask questions.
- Participation in ongoing small group work and projects.
- The opportunity to use the school's materials and tools for research.

In accordance with German law, B.I.S. expects students to attend school a minimum of 85% of the days that comprise an academic school year. B.I.S. may impose disciplinary consequences on those students who do not meet the attendance

requirement. Should a student miss 15% of classes in any subject, the school will need to evaluate the student's progress individually and may require the course to be repeated the following year. A parent/teacher conference will be held to discuss the progress of any chronically absent student. If a student is absent from school, they are responsible for making up for the missed work.

SPECIAL LEAVE

If a parent requires permission for a student to be away from school for personal or family reasons, the Primary Principal must approve a written request at least two weeks before the specified date. A form for special leave can be obtained from the Primary office. In the event of an emergency, parents may contact the Primary Principal to inform them of the need for students to leave school. Living internationally presents great opportunities for travel. While we encourage families to take advantage of the many rich experiences that can provide lifetime memories, planned trips should not conflict with school days. We ask that when you plan trips, you schedule your flights to avoid having your child miss school days.

Please note that special leave before and after school holidays may only be granted for significant family events in accordance with Berlin school regulations. Teachers will not be required to make special arrangements for students who miss school because of planned holidays. Every effort will continue to be made to support the needs of students who miss school due to an illness, an emergency or a situation beyond the family's control.

EXCUSED PARTICIPATION FROM PHYSICAL ACTIVITIES

If your child cannot participate in school activities such as physical education, swimming, etc., we require that you send a written notification to your child's teacher. Please state on the notification how long your child will not be able to partake in these activities. In some cases, a doctor's note is required. If the child cannot produce a written notification, she/he will participate in the activity.

HEALTH

SPECIAL HEALTH & DIETARY REQUIREMENTS

Please advise your child's teacher of any allergies, physical barriers, fears, strong dislikes or any other conditions that affect your child's health, happiness, or ability to function in a group as documented in the admissions form. For special requirements, establishing communication with our Welfare Officer is essential at the start of the school year.

ILLNESS

It is important that we are diligent as a community and make every effort to keep our school community healthy. Children who show signs of illness should not attend school. Children with a fever, a cold, seem more fatigued than normal, or have any general discomfort must be kept home. Contagious diseases such as pinkeye or strep throat must be under control before your child is admitted back to school.

If a child appears to be sick, they will be kept in the Welfare Office for immediate pick-up by the parents/guardians.

- If your child is absent, please send a written notification to the classroom teacher.
- If your child required a doctor's visit or hospitalization (especially due to a contagious infection), please submit a doctor's statement indicating your child is healthy and able to come back to school.

SENDING A CHILD HOME

In the event it becomes necessary to send a child home due to illness, parents – or the emergency contact person listed in your child's records – will be notified and arrangements will be made for the child to be picked up at school. Remember that the students must be checked out through the Primary Office before they leave. No child will be given permission to leave school without consent of the parent.

ACCIDENTS

Emergency information authorization is required to be on file at the school for each child. The office staff will contact parents/guardians at the emergency contact numbers in your child's file for any serious injury and illness as a matter of routine.

When in doubt, the school will call and ask the parent to make a decision as to whether a child should remain in school, go home and/or receive medical attention. If we are unable to contact anyone concerning a sick or injured child, we will either call an ambulance or take your child to the nearest hospital.

MEDICATION

No medication, whether prescription or over-the-counter, will be given to any student without written instructions from the child's physician and/or parent. This includes commonly used medications such as Aspirin, cough syrup and cough drops. Should it become necessary for a child to take medication at school, please leave written instructions along with your signature with the Welfare Officer.

In order for prescribed medication to be given to a student during school hours, the Welfare Officer should receive a note from parents/guardians requesting medication administration and the note should specify dosage, time of day, and length of treatment. All medication will be administered by the School Welfare Officer.

The medication bottle with prescribed medication must include:

Name of student | Name of medication | Dose of medication | Scheduled time of medication.

No medication may be kept in the classroom by the student. All medication must be in the original container and clearly labelled.

HEAD LICE

Parents need to inform the school immediately should their child have head lice. All children found to have live lice or nits at school will be sent home immediately. Children with head lice must be treated with urgency at home. Should there be a case of head lice in a class, parents will be informed. We kindly ask parents to be diligent in checking their children at home to avoid the spread of head lice.

TOBACCO & VAPING

Smoking and vaping within the building and on the school grounds is prohibited. There are to be no tobacco/vape products served, consumed or otherwise used within the buildings or on the campus.

PARTNERING WITH PARENTS IN OUR DIGITAL AGE

Children's excessive or unregulated use of digital technology outside of school can negatively impact learning, social dynamics and general wellbeing in school. We are increasingly faced with issues in school that are caused by digital media use outside of school and, therefore, ask that parents work in partnership with us to safeguard our children.

While schools work to educate children to become responsible digital citizens, parents play a critical role as gatekeepers in protecting their children from potential risks associated with digital technology use outside of school. As technology becomes increasingly integrated into our daily lives, it is essential for parents to be proactive and vigilant in ensuring their children's safety and well-being in the digital world. As parents, you have the authority and responsibility to make decisions that shape your child's upbringing and should feel empowered in making informed choices about digital media, setting limits and saying no. If you allow your children access to digital media and platforms, here are some key points to consider:

Awareness and Education: Stay informed about the latest digital trends, apps and platforms your child may encounter. Educate yourself about the potential risks, privacy concerns and online safety practices. This knowledge will enable you to make informed decisions and guide your child effectively.

Establishing Guidelines: Set clear guidelines and rules regarding your child's use of digital technology. Define appropriate screen time limits, establish technology-free zones and times and specify which apps or websites are allowed. Consistently communicate and reinforce these guidelines.

Age-Appropriate Content: Monitor the content your child accesses online, ensuring it is age-appropriate. Adhere to age recommendations for apps, social media platforms and games. Utilize parental control features, content filters and safe search options to restrict access to inappropriate material. Regularly review and update these settings as your child grows.

Open Communication: Foster open and non-judgmental communication with your child regarding their digital experiences. Encourage them to share any concerns, encounters or uncomfortable situations they may face online. Build trust so that they feel comfortable seeking guidance and support when needed.

Digital Literacy: Teach your child about responsible digital behavior, including the importance of protecting personal information, recognizing online threats and avoiding/not participating in cyberbullying. Promote critical thinking and help them develop the skills to evaluate the credibility and reliability of online information.

Positive Digital Citizenship: Encourage your child to be a positive digital citizen. Teach them to respect others online, think critically before posting or sharing content, and promote kindness, empathy and inclusivity in their online interactions.

Online Privacy and Security: Educate your child about the significance of protecting their privacy online. Teach them not to share personal information, such as full names, addresses, phone numbers or school details, with strangers or on public platforms. Encourage the use of strong passwords and emphasize the importance of maintaining a private online presence.

Supervision and Monitoring: Monitor your child's online activities on a daily basis. Keep devices in shared spaces and be aware of the apps and websites they are using. Consider utilizing parental control tools, monitoring apps, or browser history checks to stay informed about their digital interactions.

Digital Balance: Encourage a healthy balance between online and offline activities. Promote physical activity, face-to-face social interactions and engagement in hobbies or interests that do not involve screens. Encourage your child to develop a well-rounded life beyond digital technology.

Leading by Example: Be a positive role model in your own use of digital technology. Demonstrate responsible and balanced behavior, including respectful online communication, mindful screen time management and prioritizing real-world connections.

By being actively involved, educating yourself and maintaining open lines of communication, you can effectively protect and guide your child's digital experiences, helping them navigate the online world safely and responsibly. In today's digital age, it is essential that parents recognize the crucial role they play in protecting, guiding and monitoring children's use of digital technologies and social media & gaming platforms.

PTA CLASS FUND

At the start of the school year, the PTA will collect approximately 30 Euro donation from each family for a special class fund. This money will be used throughout the school year for class celebrations, teacher appreciation and special projects in the homeroom.

PARENT VOLUNTEER AGREEMENT

Parent volunteers are a vital part of our success with students. It is imperative, however, that parents understand that when they are volunteering, they assume the role of a professional support to the school. What they see individual students do in school is confidential. It should not be discussed.

Children have different strengths and are developing at varying rates. Discussion about particular students outside the school is inappropriate. A parent who chooses to break this confidentiality will not be asked to volunteer again. We strive to protect our children's confidentiality and believe that parents should also appreciate this policy. The use of parent volunteers in the classroom is at the discretion of the teacher.

WITHDRAWAL FROM B.I.S.

When a student is to be withdrawn permanently, parents should inform the Primary Office in writing as soon as possible. This will enable us to prepare leaving documents. Before such documents can be issued, a withdrawal form must be prepared which checks on such things as library books, outstanding fees, forwarding addresses and so forth. Since preparing multiple copies of leaving documents, past reports, and official transcripts is a time-consuming task, we will require up to 10 working days to prepare official leaving materials.

Parents wishing to withdraw their children at the end of a school year are reminded of their contractual obligation to inform the school, via the Admissions Officer, in writing before the end of April.

SECTION 4: SAFETY, TRANSPORT & TRAFFIC

SAFETY & EMERGENCY REGULATIONS

DRILLS

Special drills are planned by B.I.S. Primary to train everyone in procedures to be followed in particular types of emergencies. Emergency protocol is clearly posted in all classrooms and public areas. Teachers are familiar with basic emergency procedures and exit routes and model required responses and behaviours for their students.

EMERGENCY EVACUATION

In the case of fire or other types of emergency, students, staff, and visitors evacuate the school quietly and in the least possible time.

LOCK DOWN

In case of danger from outside the campus or the intrusion in the building by unauthorized, armed individuals, a lockdown procedure is in place.

IN CASE OF FIRE

At the sound of the fire alarm, students, staff, and visitors must report to their assigned area and await further instructions.

WHEN IT IS UNSAFE TO SEND CHILDREN HOME

If the school authorities believe it is unsafe to allow children to travel home, the children will be kept at the school and supervised by staff until it is safe to travel home or a parent collects the child. The school will endeavour to contact parents/guardians to explain what is happening and provide them with the opportunity to collect their children from the school. In the case of a major emergency, we ask that parents/guardians not phone the school because this will congest the lines and prevent us from contacting you. The school will establish communication with parents/guardians as soon as possible via email and/or the school website in the case of a major emergency.

EMERGENCY READINESS

The Primary section is represented on the school's Crisis Management Team (CMT) - which trains staff to respond to crises - as well as on the Campus Dahlem Management team (CDM), the group that oversees the security of the school's physical environment, relevant documents and protocols related to emergency readiness, and planning and execution of emergency drills.

For more information about our EMERGENCY READINESS and/or how to respond if you are on campus during an emergency or drill please see the school's Emergency Procedures Manual. In the event of an emergency during the school day, it may be necessary for B.I.S. families to be contacted. For this purpose, it is vital that the school has up-to-date contact information. Please ensure that you inform us of any changes to your contact details or update contact details directly on the Parent Portal.

BIKES AND SCOOTERS

Students who use bicycles and scooters are not allowed to ride them when on campus. Students are encouraged to bring a lock to lock their bikes or scooter up at school. The school is not responsible for the safekeeping of equipment.

ARRANGING SCHOOL TRANSPORT

B.I.S. has an outsourced school transport system. Parents need to sign up for services directly with the bus company. Bus transfer is provided at additional cost. Buses arrive and depart in front of the school.

Bus company: Fahrdienst Brauch

Email: info@pksbus.berlin • Tel.: 030 - 68 97 91 23

It is vital that parents contact the bus company as well as the school (bus@berlin-international-school.de) if there is any change to your child's daily arrangements. It is the parent's responsibility to notify the bus company when the child will not be on the bus on a particular day. The driver will not leave the school grounds unless all children are accounted for.

TRAFFIC GUIDELINES FOR PARENTS & DRIVERS

A crosswalk and traffic and safety personnel in front of school help to ensure that our students get to school safely. These traffic management features on Lentzeallee are only one part of the combined efforts of Berlin International School and the respective Berlin Traffic Police Section (Polizeiabschnitt 25).

Please be aware that the following rules and guidelines are in effect for parents/guardians as well as drivers who are involved in the transportation of students to and from school:

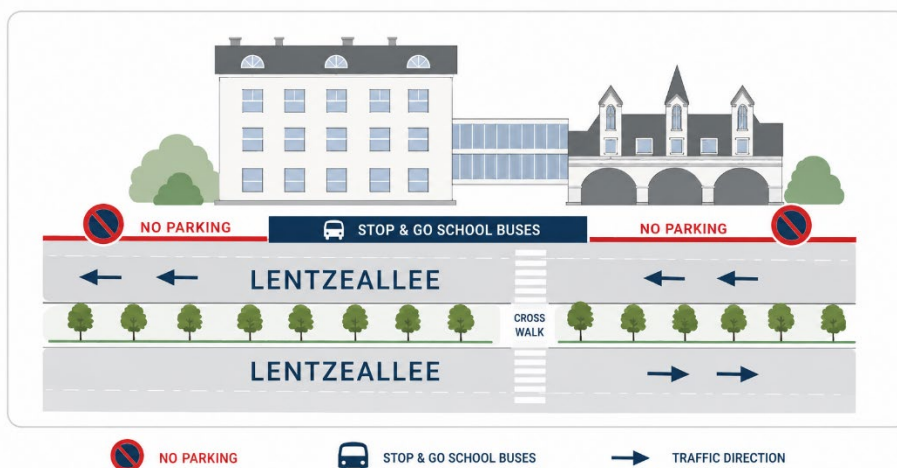
- **PLEASE INSTRUCT YOUR CHILD TO USE THE CROSS WALK and set a good example by using it correctly.**
- **PLEASE DO NOT INSTRUCT YOUR CHILD TO WAIT FOR YOU AT OR ON THE CROSS WALK.**

If you need to pick up a child in front of the school during or after school hours and your child is old enough to come to the gate by him/herself, please instruct him/her to wait behind the gate on the school premises.

- **YOU SHOULD NOT STOP YOUR CAR TO DROP OFF YOUR CHILD NEXT TO A PARKED CAR, OR ON THE CROSSWALK. DOING SO CAN ENDANGER THE SAFETY OF YOUR CHILD AS WELL AS THE SAFETY OF OTHER STUDENTS AND DRIVERS.**

PLEASE NOTE:

- **PARKING THE CAR IN THE DESIGNATED SCHOOL BUS AREA IS STRICTLY PROHIBITED**
- Parking in front of the school is prohibited (»Halteverbot«). Between 08.00h & 17.00h, this area is constantly in use by school buses (for field trips, transportation of students to and from the gym/sports fields, etc.)
- If your child needs to be picked up personally by you from the classroom, we kindly ask you to find legal parking or use the designated pick up and drop off area in front of the school.
- Please also be assured that the school is in close contact with state and local authorities, police, and embassies all of whom promptly inform the school of any potential security concerns and/or risks. We appreciate your trust and understanding.



SECTION 5: IMPORTANT CONTACT INFORMATION



PRIMARY SECRETARY

Ms Iris Wiese

primary@berlin-international-school.de

Phone: +49 (0)30 82 00 77 790 • Fax +49 (0)30 82 00 77 99

Note: The Primary office is located to the left after entering the Primary building.



ADMISSIONS OFFICER

Ms Melanie Sommer-Joest

Phone: +49 (0)30 82 00 77 780

admissions@berlin-interational-school.de



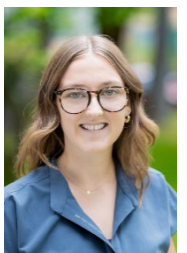
RECEPTIONIST

Ms Louise Tweedale

Monday – Friday: 08.00h – 16:30h

office@berlin-international-school.de • Phone +49 (0)30 82 00 77 90

The Reception office is directly in front of the main entrance gate.



WELFARE OFFICER

Ms Georgia Michielsen

Phone: +49 (0)30 82 00 77 784

welfare@berlin-international-school.de



ADMINISTRATION ASSISTANT

Ms Manuela Maiwald

Phone: +49 (0)30 82 00 77 870

manuela.maiwald@berlin-international-school.de



EVENT & AFTER SCHOOL ACTIVITIES COORDINATOR

Mr Julian Stüven

asa@berlin-international-school.de



ATHLETIC DIRECTOR

Mr Frank Jordan

frank.jordan@berlin-international-school.de



COMMUNITY & CONDUCT Support – Primary Leadership Team

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OPERATIONS LEAD - Primary Leadership Team

Ms Sarah Weir

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ASSISTANT PRINCIPAL - Primary Leadership Team

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ADVANCING LEARNING LEAD – Primary Leadership Team

Ms Angeline Aow

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ADVANCING LEARNING LEAD – Primary Leadership Team

Ms Catherine Blas

catherine.blas@berlin-international-school.de



DIRECTOR

Ms Jane Thompson

director@berlin-international-school.de

Phone: +49 (0)30 82 00 77 710

Follow this link to access a full staff list and contact information: **[Primary Staff Contact List](#)**



 Private Kant-Schulen Berlin

FULLY ACCREDITED BY THE COUNCIL OF INTERNATIONAL SCHOOLS (CIS) • THE MIDDLE STATES ASSOCIATION (MSA)

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