



B.I.S. SECONDARY

PARENT HANDBOOK

2026-27


Berlin International School
Private Kant-Schulen Berlin

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SECTION 1: INTRODUCTION



SECONDARY PRINCIPAL

Ms. Tanya Day Clark

secondary@berlin-international-school.de

Dear Secondary 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 secondary section caters to students aged 11 to 18, encompassing formative 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 created 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 Secondary office or your child's advisory 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: secondary@berlin-international-school.de.

Please note that the Secondary Office is open from:

Monday - Friday: 08.00h - 16.00h

Kind regards,

Tanya Day Clark,

Secondary 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

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

BERLIN INTERNATIONAL SECONDARY SCHOOL

In the Secondary school, we are committed to providing an academically challenging, engaging and inclusive learning environment that aligns with the values and principles of our mission statement, the Berlin Senat, the United Nations Global Goals and the International Baccalaureate Diploma Programme (DP). We hold a set of core shared beliefs and values that guide our educational practices and shape the experiences of our learners.

HOLISTIC EDUCATION: We recognize that education extends beyond academics. We value the growth of students' intellectual, emotional, physical, ethical and social development and well-being, encouraging their growth in all aspects of student life.

INQUIRY, CURIOSITY AND CRITICAL THINKING: We foster critical thinking and intellectual curiosity, encouraging students to explore, question and seek answers independently. Through research and inquiry-based learning, we empower students to become lifelong learners and critical thinkers.

CULTURAL DIVERSITY, GLOBAL AND LOCAL 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 a balanced education that incorporates a breadth of knowledge across subject areas and depth of knowledge within subject specialties. We value the development of conceptual understanding, focusing on deep comprehension and competencies that enable students to make connections across multiple disciplines.

SUSTAINABILITY, RESPONSIBILITY AND ACTION: We believe in fostering responsibility and a sense of social and environmental 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 around them.

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, current educational practices and methodologies. We also encourage students to reflect on their learning, fostering metacognition, self-awareness and empathy towards others.

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 Diploma Programme (DP) 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.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the cultures and traditions of others. We seek and evaluate a range of points of view and we are willing to grow from the experience.
KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.	CARING We show equality, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	RISK-TAKERS We approach uncertainty with faith, thought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.	BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.
PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	REFLECTIVE We thoughtfully consider the weight and our own ideas and experiences. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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.

International Baccalaureate®
IB World School®
IB Diploma Programme®
IB Career-related Programme®
IB Middle Years Programme®
IB Primary Years Programme®

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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. While German constitutes the largest linguistic group at B.I.S., the majority of our students speak more than one language at home.

Some students with German nationality have parents of different nationalities and language backgrounds or are internationally mobile. English is our shared community language.

STAFF

B.I.S. Secondary has a multilingual/multinational staff of over 60 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 Secondary Leadership Team 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-secondary@berlin-international-school.de

ACADEMIC PROFILE

Berlin International School
Private Kant-Schulen Berlin

Founded in 1998, the Berlin International School (B.I.S.) is a private, not-for-profit, co-educational school of the Private Kant-Schulen, and offers an international education.

817 Students

70 Nations

252 High School Students

58 Graduating Seniors

Languages of Instruction
EN+GER Grades 6 - 10
EN Grades 11 - 12

High School Curricula & Exams

Berlin State Curriculum
Berufsheld-Ingwersen (IBS, Grade 9)
Mittlerer Schulabschluss (MSA, Grade 10)
IB Diploma Programme (Grades 11 & 12)

IB Diploma Programme and/or American High School Diploma
(accredited by the Middle States Association)

Extra-Curricular Activities

Students can choose from sporting, cultural, service and personal enrichment activities that extend them beyond the classroom and help to broaden their range of interests. Among them are: Student Council, Speech & Debate, School Newspaper and Magazine, Duke of Edinburgh, Lego League, Choir, High School Musical, and Code Club. School athletic teams compete in multiple competitions within the German International School Sports Tournament (GISST). A range of local and international matches and competitions round out a dynamic sporting programme.

School Calendar
180 Days, 2 Semesters
(August-January & February-July)

B.I.S. does not rank its students.

Secondary School Faculty

65 Faculty Members
25% Germany
75% 17 Other Nations

Exam Results 2020 - 2024

	2020	2021	2022	2023	2024
# of American High School Diplomas Awarded				6	9
# of DP Candidates	50	43	56	49	49
# of Diplomas Awarded	49	42	51	46	47
Average Points	34	36	35	34	36
Highest Points	45	43	44	44	44
Average Grad	5.34	5.67	5.44	5.37	5.57
School Pass Rate	94%	98%	91%	94%	96%
IB World Average Pass Rate	78%	89%	85.9%	79.3%	80.1%

American High School Diploma Candidates must sit all subject exams and receive 30 or more points. They are required to participate in CAS and TLE. They do not write an Extended Essay. Full requirements available from the IB Inspector.

ACADEMIC PROFILE

UNIVERSITY MATRICULATION 2020-2024

Austria
Leopold Franzens University
Wolfer University Vienna

Belgium
Karel de Grote University of Applied Sciences

Czech Republic
Charles University
Masaryk University

Finland
Tampere University
Aalto University

France
American University of Paris
Ecole Polytechnique L'X
ESCP Business School
EDHEC Business School
Paris Lodron Paris

Germany
BNI Berlin
BSP Business & Law School
Code University of Applied Sciences, Berlin
Constructor University
Charité - Universitätsmedizin Berlin
Fern Universität Hagen
Freie Universität Berlin
Gemeinschaftliche Hochschule Potsdam
Hochschule für Wirtschaft und Recht, Berlin
Hochschule Konstanz
Humboldt Universität zu Berlin
Ludwig-Maximilians-Universität, München
Mittelhochschule Berlin
Miami Ad School, Berlin
MDX Medical School Berlin
RWTH Aachen
Technische Hochschule Ingolstadt
Technische Universität Berlin
Technische Universität Dresden
Technische Universität München
University of Bamberg
University of Heidelberg
University of Cologne, Potsdam
Victoria International University of Applied Sciences

Ireland
Trinity College Dublin
University College Cork
Loughborough University
Northwestern University
Queen Margaret University
Queen Mary University of London
SOAS University of London
UCSF Berkeley

Italy
Bocconi University

Lithuania
Vilniaus Magnus University

The Netherlands
Eindhoven University of Technology
Erasmus University
Hans University of Applied Sciences
Maastricht University
NHL Stenden Hogeschool
Technical University Delft
Tilburg University
University of Amsterdam
University College Roosevelt
University College Tilburg
University of Leiden
University of Twente

CLASS OF 2024

	30	58
Nationalities		
Students		
35 University Bound		
12 Gap Years		

Portugal
Nova School of Business and Economics

Spain
IESE Barcelona
IESE Madrid
IESE Valencia
IESE Valencia

Sweden
Jönköping University
Stockholm School of Economics

Switzerland
Graz Institute of Higher Education
University of Applied Sciences

United Kingdom
Brunel University London
City University
ESCP London
Goldsmiths, University of London
Hult Business School
King's College
London School of Economics
Loughborough University
Northwestern University
Queen Margaret University
Queen Mary University of London
SOAS University of London
UCSF Berkeley

North America
Art Center College of Design Pasadena
Georgia Tech
Indiana University Bloomington
Michigan State University
Northwestern University
Pace University
Pepperdine University
San Diego State University
Stanford University
University of California at Santa Barbara
University of California at Davis
University of Notre Dame
University of Texas at Austin
University of Toronto (Canada)
University of Southern California
University of Virginia
Williams College

Universities in Other Parts of the World
Monash University (Australia)
University of Melbourne (Australia)
Telkom University (Indonesia)
Yonsei University (South Korea)
National Taiwan University (Taiwan)
Bangkok University (Thailand)
SIT Thurgate University (Thailand)
Bulgarian University (Bulgaria)

2024-2025

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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.

B.I.S. Secondary offers three challenging and age-appropriate curricular programs to students in Grades 6 to 12. In the Middle Years, Grades 6-10 students follow the B.I.S. international curriculum, including subject-specific areas of Mathematics, Science, English Language and Literature, German Language and Literature, Social Studies (including History, Geography, Ethics and Political Studies), Modern Foreign Language, Physical Education, Visual and Performing Arts (Music and Drama), IT and Business (in Grades 9 and 10). In Grades 11 and 12, students follow the International Baccalaureate Diploma Programme.

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, Sport, Maths and technology, English and German language integration enhances language development. This complementary approach is flexible and responsive to the language needs of the students.

With 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 instruction and their level for German group placement. To help support these students, B.I.S. offers both English as an Additional Language (EAL) instruction and German as an Additional Language (GAL). Children with moderate learning needs are also integrated at all grade levels and supported by our Learning Support (LS) staff.

More information on our curriculum can be obtained in our Curriculum Guides.



SECTION 2: DAILY SCHOOL LIFE INFORMATION

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, 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

- Before 08:25, students may come onto campus, but should remain on the red square or play in the designated areas, socializing with friends.
- Students should be at school in good time for their Communication Time period at 8:30. Attendance is taken in the first 10 minutes of Communication Time. All students should be present.
- 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 15:45 Monday-Thursday and at 14:15 on Friday. Students in Grades 11 and 12 may frequently have lessons until 16:30 Monday - Thursday and 14:15 on Friday. Students in Grades 9 and 10 will have additional Mathematics every other Friday and will finish school at 14:40 on those days.

- The school bus service runs each school day.
- After School Activities take place on nearly all days after school
- **ALL** students should leave the campus immediately after school or after finishing after school activities. There is no supervision for students on the playground after the end of the school day at 15:45.

Traffic, missed buses or trains and oversleeping are not legitimate reasons for continual late arrival at school, and such instances will be counted as »unexcused« absences.

Students who leave school before normal dismissal time must have the Google Absence Form filled in by their parents and must sign out at the Secondary Office. If the Secondary Office is closed, the student should sign out at the Main Reception Office.

Afternoon buses leave as soon as possible after the end of school on Monday-Friday. Transportation for students who participate in after-school enrichment and/or athletic activities should be organized by the parent.

B.I.S. is a »closed campus«, which means that all Grade 6-10 students are expected to be on campus during the school day unless they have a school-sponsored field trip.

Off-site privileges are granted ONLY to students in IBDP1 and IBDP2 who are over 16 with a written parental permission on file.

The school expects these students to exhibit respectful behaviour while off-campus and return on time for all commitments. Please note that students under the age of 18 are legally prohibited from smoking in public. The school

will take disciplinary action and revoke off-site privileges for students who do not follow these guidelines. Students leaving campus must sign out when they leave and sign back in when they return. This is for security and safety purposes. The school may revoke this privilege for disciplinary reasons, or if these procedures are not adhered to.

A student who does not feel well during the school day must report to the Secondary Office. The secretary will contact a parent for permission to send the student home. Safe arrival at home must always be confirmed by phone. If the Secondary Office is closed, the student should go to Reception.

Parents are requested to inform the advisory teacher if their child uses public transportation or travels home independently by foot or bicycle. Please also inform the advisory 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 advisory 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 Mission 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. For more detailed information concerning assessment, please see the Assessment Policy on the Parent Portal.

In addition to our general diagnostic, formative and summative assessment practices that are aligned with the IB Diploma Programme, and Berlin Rahmlehrpläne, we have International Standardized Math and literacy assessments to monitor progress and inform teacher planning. Furthermore, students in Grade 9 and Grade 10 undertake the National German exams, MSA and BBR, and in Grade 12, students take the final Diploma Programme Assessments.

Teachers provide feedback on student learning and report to parents in a variety of formats. Parent-teacher conferences are scheduled in November and again 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 for performance in each subject area and grades in each subject, as well as an effort grade.

Reporting provides students and parents with feedback on assessments. B.I.S. has developed a system of reporting on student performance that will achieve the following aims:

- To provide timely and regular reporting of student performance to parents.
- To provide parents with a teacher's judgement of performance at the end of a learning period.
- To provide parents with an understanding of their child's areas of strength and weakness for each subject.
- To provide opportunities for parents to conference with teachers about their child's performance.

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.

Promotion into the Diploma Programme requires passing grades in at least six subjects. These should include English, Mathematics, at least one Science, German and a Humanities subject (History, Geography or Business). Please note that selection of IBDP courses at Higher Level typically requires a corresponding minimum grade of a "2" B.

CALENDAR & SCHOOL CLOSURES

General holiday dates can be found on the public B.I.S. website. Scheduled events, celebrations and school closures for holidays, professional development days and parent conferences are recorded here: Secondary Dates for your Diary. Reminders will also be sent via email.

Please note that on the last day of each semester our schedule is different. Students are given their written reports in envelopes and school ends at 11.30h on these days. The **Test Calendar** including information regarding test dates, can be found here: <https://sites.google.com/a/berlin-international-school.de/class-calendars/>

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 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.

Below you will find our learning community expectations 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 shared expectations into practice.

IMPORTANT EXPECTATIONS

RESPECT FOR OTHERS

Discrimination on the grounds of disability, religion, nationality, sexuality and/or gender is not acceptable at our school, nor is disrespect towards other cultures, religions and languages.

CONFLICT RESOLUTION

At B.I.S., we expect all students to address a conflict by engaging in positive, solution-focused language and behavior. This includes using respectful language, actively trying to understand the other person's perspective, clearly and respectfully stating needs, and engaging in reasonable compromise.

We also expect all students to avoid negative and dysfunctional language and behavior. These include using language and symbols of hate or derision – for example, racial/ethnic slurs – attacking an individual's character, engaging in violence, encouraging other students to exclude, spreading rumors, and intimidation.

In this section, you will find information on types of conflict, and steps that students, parents, and staff are expected to take. When a student is facing a conflict that affects their ability to function and/or feel safe in school, we consider the conflict a serious school matter, and therefore will respond even if key events happened outside of school. If your child is facing such a situation (or tells you about a classmate who is), please follow the steps below.

TYPES OF CONFLICT

ESCALATED PEER CONFLICTS: By this we mean any social aggression, where a student has engaged in behavior which feeds a negative cycle, as opposed to seeking a positive resolution.

FIGHTING: Physical contact with another student in an aggressive manner is considered fighting. At the first instance of fighting students are given a detention. Thereafter, the students involved will receive in-school suspension. Further infractions could lead to expulsion.

BULLYING & EXCLUSION: By this we mean social aggression, including explicit and continued exclusion and isolation, where unsolicited or unexplainable aggression, rather than a specific conflict, causes a student to feel demeaned, isolated or excluded. Bullying is a repeated circumstance, rather than an isolated incident, which has a detrimental effect on a student's well-being and mental health. Students discovered to have been bullying another student will receive an in-school suspension. Further infractions could lead to expulsion.

SEXUAL HARASSMENT: By this we mean unwanted comments, gestures, touching or other communication that is sexual in nature. It also includes referring to gender or sexual orientation in an unwanted or demeaning way.

CYBER BULLYING: Refers to the use of text messages, emails, online chatting, websites, and social networking sites in a socially aggressive way. It may also include the use of images and/or video.

STEPS FOR PARENTS TO TAKE

1. Give positive reinforcement for seeking help. Stay calm and open-minded. Often times, it can be difficult for young people to share information about conflicts. They fear the reaction of their peers, and compromising themselves or others.
2. Save evidence. This is especially important for cyber bullying. Print, take screenshots, or take pictures of the material of concern. Remember that in the case of many websites, access to chats and other material can be removed by others without your permission, and may not be there when you seek them at a later time. Where there is no such evidence, have your child write down what he or she remembers, being as specific as possible.
3. Remain neutral. Avoid creating a parallel conflict between yourself and the parents of other involved children.
4. Do not promise complete confidentiality. Let a child know that the goal is to create safety, not to harbor secrets. Solutions usually come from working with a team. If your child is concerned about another child, and is not directly involved, this is especially important. Research shows that bystanders who take an ethical stand are the best defense against serious bullying and conflicts.
5. Inform the school. All grievances are handled within a team of staff that can include: The advisory teacher/tutor, the counsellor, a coordinator, and the Secondary Principal. In most cases, it is best to begin with the advisory teacher/ tutor. You can do this by contacting the school yourself, or encouraging your child to come forward to any adult they trust in the school.

6. Give feedback. Once you have informed the school, you can expect the school to handle the gathering of additional information, and employing counseling and intervention strategies. Please keep us informed as to how your child is experiencing the response.

CARE OF SCHOOL PROPERTY

Any student discovered damaging school property or writing graffiti will be expected to correct the damage, to pay for replacement and/or repairs, and will be disciplined.

PERSONAL APPEARANCE

Students are expected to wear suitable clothing and safe footwear at all times and to maintain an appropriate level of personal hygiene. Clothing that a student chooses to wear must be in good taste. When choosing clothing to wear to school students should consider the cultural and religious sensitivities of members of our school community. Specifically, clothing should be in good repair and free of displays of language and substances that are not acceptable in our school community. Appropriate dress is modest: i.e. underwear should not be visible, bare midriffs are inappropriate. A student who is unsuitably dressed (sagging trousers, excessively short shorts/skirts, spaghetti tops, bare midriffs, a revealing tank top, etc.) may be asked to wear clothing provided by the school that is to be returned laundered the following day. Head coverings such as scarves, kippah, patka, may be worn only for religious reasons. Baseball caps and other head-gear as well as sunglasses are not allowed to be worn in the classroom.

BREAK TIME BEHAVIOUR

Students are expected to behave responsibly during break time. Any excessive aggression, loudness, throwing of things, horseplay or other inappropriate behaviour could lead to the withdrawal of break time privileges or other consequences.

CHEWING GUM

Because of the damage it causes to school property and the time and money required to remove it, chewing gum is not permitted on school property or on buses.

TOBACCO

B.I.S. is a tobacco-free (this includes »e-cigarettes«) campus. Therefore, students and adults are forbidden to smoke on the school campus. Students over the age of 18 may leave the school property during the morning break and at lunchtime to smoke, but must not smoke in front of the school buildings. B.I.S. Secondary encourages students who smoke but wish to quit to see the School Welfare Officer or a counsellor about a tobacco cessation programme.

ALCOHOL

Possession or consumption of alcohol by students is not allowed during the school day, on or off-campus, or on school sponsored activities and trips. We encourage students who abuse alcohol to seek assistance from the Secondary Counsellors or the school Welfare Officer(s).

ILLEGAL & CONTROLLED SUBSTANCES

B.I.S. is a drug-free campus. Therefore, possession or use of marijuana, cocaine, or other legally controlled or psycho-active drugs on campus or on school-sponsored activities or trips is strictly forbidden. B.I.S. Secondary encourages students who have a substance abuse problem to seek assistance from the counsellor or the school Welfare Officer(s).

WEAPONS

In order to ensure a safe environment for students, teachers and visitors, all weapons, imitation weapons, and war toys are strictly prohibited. Any student found carrying any of these items, or using a weapon on campus, on school transport, or at any school function, will be subject to expulsion.

Students shall report any information concerning weapons and/or threats of violence by students, staff members or visitors to school leadership. Failure to report such information may subject the student to disciplinary action.

PUBLIC DISPLAY OF AFFECTION

Students are expected to refrain from inappropriate public displays of affection. Students who attend B.I.S. range in age from 6 -18. As Secondary students, it is important to model appropriate behaviours for younger students.

MOBILE PHONES

Use of personal mobile devices on the school campus for Grades 6 through 12 is prohibited between 8.30h - 15.45h; devices may be used for educational purposes during class time if approved by the teacher. Please be aware that confiscated devices will not be returned to students – a parent/guardian/adult will be required to claim the item. Urgent telephone calls can be made with permission from Ms Wismayer's office.

- If a student uses a mobile phone in school, it is considered a disturbance and will be confiscated by the teacher or by the Secondary Office. A parent/guardian will have to collect the confiscated item.
- If a student is carrying a mobile phone (or a personal stereo) during an assessment or an examination, then the student is considered to be in the possession of an unauthorised aid, and the consequences are the same as if the student is caught cheating (a »zero« for the assessment)

FILMING/PHOTOGRAPHY

Unauthorised filming or photographing of fellow students/staff is not allowed on school premises. The unauthorized broadcasting of such material over the internet (e.g. via YouTube) is strictly prohibited.



DISCIPLINARY PROCEDURES

We are committed to a collaborative and educational approach to reaching common understandings with our students. For instances where 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:

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 respectful school environment. 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. In fairness to students and parents who are arriving from many different schools throughout the world, we believe that we must state behavioural expectations and discipline procedures in a manner most likely to be read and understood.

Discipline at B.I.S. is based upon the following assumptions:

- All students have the capacity to behave responsibly and make good choices. Adolescence is a time when students experiment and seek greater independence and autonomy while experiencing a tremendous amount of peer pressure. These forces may cause a student to behave inappropriately and/or to make a poor choice.
- A school environment in which appropriate behaviour is consistently expected and recognised creates a sense of security for each student that increases their attention to learning and to self-responsibility.
- Disciplinary consequences should be productive, reasonable and related to inappropriate behaviours.
- Students benefit from the educational process best when teachers, administrators, counsellors and parents work cooperatively to ensure that students gain the most from the mistake.

The aims of discipline procedures at B.I.S. are as follows:

- To help students recognise that freedom and responsibility go hand-in-hand.
- To teach students how to learn from their mistakes.
- To help students develop effective communication skills, problem solving skills and other important interpersonal skills.

B.I.S. Secondary reserves the right to take appropriate disciplinary action, including suspension or expulsion, for activities of a student, whether on-campus or off-campus, which are considered detrimental to the welfare of the school, student body or individual.

- B.I.S. Secondary students are subject to school rules and disciplinary responses for incidents of misconduct or breaches of discipline occurring during school or while attending school-sponsored activities.
- B.I.S. Secondary students may be subject to school rules and disciplinary responses while away from school should actions by them be considered detrimental to the welfare of the school, especially during field trips and sporting excursions. Breaches of discipline shall be dealt with by applying progressively serious measures which appropriately meet the seriousness of the offence, which may include behavioural or academic issues. The Berliner Schulgesetz §62 and 63 form the legal basis for disciplinary measures taken.

DISCIPLINARY MEASURES

PROBLEM RESOLUTION & DETENTIONS (Reflection Time)

In the event of a breach of school rules, the teacher concerned will work with the student to resolve the problem. If the problem cannot be resolved, or if the rule is consistently broken, the teacher can issue a formal notice or assign a reflection time – in more severe and persistent cases- involve the appropriate coordinator.

COUNSELLING REFERRALS FOR BEHAVIOUR MANAGEMENT AND STUDENT AGREEMENTS

The School Counsellor can be called upon to help mediate in difficult situations. If the process of mediation breaks down, or if an ongoing solution that is mutually acceptable to all parties cannot be found, then the Counsellor may deem it necessary either to draw up a Behaviour Management Agreement between the student, the teacher concerned and the parents, or to involve first the appropriate coordinator, then the Secondary Principal, and finally the Director to find an acceptable solution.

DAILY REPORTS

When there are repeated behavioural and/or academic problems, students are placed on a Daily Report programme. The student is required to obtain a Daily Report form from the appropriate coordinator and to present this report form to each teacher at the start of every lesson. The teacher then completes the report for that lesson commenting upon the student's performance. At the end of each day, the student takes the report home to be read and signed by his/her parent or guardian. Each morning the students hand in the Daily Report form from the previous day and obtain a new one for completion. The procedure continues until it is determined that the student has made satisfactory progress, or until it is decided that alternative measures are necessary.

REFERRAL TO OUTSIDE AGENCIES

Should a serious disciplinary problem be observed, the school may require parents to look for outside agencies to support the education of their child. In cases of theft, violence or drug abuse, Berlin International School may contact local authorities.

IN-SCHOOL SUSPENSION

Should a serious disciplinary problem be observed, the student may be placed on in-school suspension. This is a condition of isolation within the school, intended to give the student time to work under close supervision, hopefully thinking about a better course of behaviour to follow. No contact with peers or normal class attendance is permitted. Formal written notices of the specific details of this status will be sent to the parents immediately by the Secondary Principal. Such a step will be included on the student's record.

OUT OF SCHOOL SUSPENSION

For more serious infractions, students may be sent home for determined periods of time. Parents are required to meet with the Secondary Principal before a student is allowed to return.

EXPULSION

Students may be expelled from B.I.S. for the following reasons:

- repeated student behaviour unacceptable to the school community.
- breaching behavioural guidelines and agreements
- putting other members of the school community at risk
- acts of violence

Contractual obligations will continue, but all official educational involvement at B.I.S. will be terminated. Such serious disciplinary problems are rare. However, it is essential that all members of the community are aware of the guidelines and consequences for the actions students choose at school and on school activities/outings.

BERLIN INTERNATIONAL SCHOOL GRADE 6 TO 12 DISCIPLINE HIERARCHY

Basis: Schulgesetz §62/63

LEVEL	EXAMPLE	COMMUNICATION	ADMINISTRATOR	LEGAL BASIS
1a	- Lateness/not prepared for lessons (no pencil case, paper, books etc.) - Class disruption - Inappropriate behaviour at break time (not following instructions, guidelines, Hausordnung) - Chewing gum - Usage of mobile phones	- Warning by Teacher, agreement Teacher/ student - Mobile devices: hand in to Principal	- Class room Teacher/ Teacher on duty - Lateness: Principal or Teacher	ERZIEHUNGSMABNAHMEN (Schulgesetz §62)
1b	Repetition or severe case of 1	QuickNote – Detention (Reflection time) on Thursday afternoon	- Class room Teacher/ Teacher on duty - Lateness: Principal or Teacher	ERZIEHUNGSMABNAHMEN (Schulgesetz §62)
2	- Repetition or severe case of 1 - Vandalism - Physical or emotional violence - Disrespectful behaviour towards adults - Unexcused absences	QuickNote or Detention (Reflection time) on Thursday afternoon; daily Report	- Class room Teacher/ Teacher on duty - Involvement of Coordinator; referral to Counsellor	ERZIEHUNGSMABNAHMEN (Schulgesetz §62)
ORDNUNGSMABNAHMEN (SCHULGESETZ §63) Students and parents need to meet with the Principal before a ‘Ordnungsmaßnahme’ is taken				
3	- Repetition of 1-2 severe cases of 1-2 - Theft - Drugs - Illegal activities	- Suspension for up to 10 days (internal/external) - Written warning that child might be transferred to another advisory/course - Written warning that child might be expelled from school (or released, if ‘Schulpflicht’ ends) - Referral to outside agencies, if appropriate	- Class conference, chaired by Principal; in case of emergency Principal can expel temporarily until decision is taken - Involvement of Counsellor - Staff conference, chaired by Principal - Principal/Counsellor/Coordinator	ORDNUNGSMABNAHMEN (Schulgesetz §63)
4	Repetition 3	- Suspension up to 10 days - Referral to outside agencies, if appropriate	- Class conference, chaired by Principal - Principal/Counsellor/Coordinator	
5	Repetition 3	- Transfer to another advisory/course - Referral to outside agencies, if appropriate	- Class conference, chaired by Principal - Principal/Counsellor/Coordinator	
6	Repetition 3	- Transfer to another advisory/course - Referral to outside agencies, if appropriate	- Principal/Counsellor/Coordinator - Cancellation of School contract	

B.I.S. DISCIPLINARY LADDER



CLASSROOM EXPECTATIONS

TIDINESS

Classrooms must be kept tidy at all times. Chairs should be pushed in at the end of the class, tables should be put in place, litter should be picked up and thrown out. It is the responsibility of all to keep our classrooms clean.

READINESS FOR CLASS

Students must be in class on time and be prepared to work. They should have the required materials and texts with them for each class.

STORAGE OF SCHOOL BAGS DURING LUNCH & BREAK TIME (GRADES 6 TO 8)

Fire regulations require that the school hallways remain clear from all obstructions during the day. Bags may only be left in designated areas, or hung up on hooks.

SCHOOL BUS BEHAVIOUR

Students are expected to behave well on the school bus whether it is coming to school, going to and from PE class, or when on a class trip or excursion.

The following points must be adhered to:

- Do not leave trash on the bus.
- Do not eat or drink on the bus (this includes no chewing gum).
- Do not stand until the bus has come to a complete stop.
- Speak quietly to the people around you on the bus without shouting.
- Pay attention when the teacher or bus driver speaks.

COUNSELLING SERVICES

THE ROLE OF THE SECONDARY COUNSELLOR

The Secondary 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 one of the Secondary Counsellors, or in certain circumstances, they may be referred by their advisory 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 advisory 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 Secondary Counsellors will provide the student an opportunity to work through his or her difficulties with someone who will be non-judgemental, 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 Secondary Counsellors' 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

One of the Secondary Counsellors 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 Secondary Counsellor's office. If you need an urgent appointment then either call, email or leave a message in the Secondary Counsellor's school »post box«.

Email: counselors_secondary@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 advisory if they wish. This enriches our learning in school, explores facets of identity and supports a sense of belonging. Parents should contact the advisory teacher if interested in sharing in or with their child's class. In Secondary, 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 St Martin's Day and Fasching.

DAILY SCHOOL TIMETABLE & ROUTINES

SCHEDULED LESSON TIMES 2025 - 2026

PERIOD	BEGINS	ENDS	
<i>Communication Time</i>	08:30	08:40	
Period 1	08:45	9:25	
Period 2	09:30	10:10	
Break	10:10	10:25	
Period 3	10:30	11:10	
Period 4	11:15	11:55	
Period 5 <i>Grade 6 Lunch</i>	12:00	12:40	Grade 6 lunch – students play outside and then come in for lunch at 12:25
Period 6 <i>MS Lunch</i>	12:45	13:25	
Period 7 <i>HS Lunch</i>	13:30	14:10	
Period 8	14:15	14:55	
Period 9	15:00	15:45	End of school remains 15:45
Period 10	15:45	16:30	

EDUCATIONAL TECHNOLOGY

In Secondary we use a range of digital tools and services to support day-to-day teaching and learning. Our students will be provided with anonymized 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.

These email addresses will be used primarily to provide Secondary students to provide access to Google Classroom and all students individualized access to valuable educational resources. 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 Mission, we aspire to »Innovate with technology to further enhance teaching and learning. By signing the User Agreement/Guidelines form handed out at the start of the school year, parents/guardians will help ensure digital resources are managed safely and securely. Please see the end of this guide for a copy of this agreement. 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 Secondary.

EXCURSIONS

At various times in the school year, students participate in different off-campus activities such as field trips, learning workshops, museum visits, day trips or residential trips. Parents will be informed in advance.

SPORT 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.

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.

At the beginning of the school year, B.I.S. distributes a General Excursion Permission Form that is valid for the whole school year.

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.

ADVISORY GROUPS

All students belong to an advisory group throughout their time in school. Students meet in these groups one a week to check in with their advisory teacher, and meet together each morning as a group in Communication Time (08:30 – 08:40). The role of the advisor is to support a student throughout the year in providing an additional overview of their general progress and well-being. All Advisory groups are mixed every school year. This is a common practice in many schools around the world. New and returning students are placed in advisory classes based on recommendations from past advisory teachers, the Secondary Counsellor, the Secondary Principal and other faculty members.

Towards the end of the school year, we will make tentative placements according to the below criteria.

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 an advisory 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 teachers or peer placement.

HOMEWORK

The impact of homework on students 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. Advisory 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.

SECONDARY LIBRARY

LOCKERS & PERSONAL BELONGINGS

Lockers (36 x 35 x 50 cm) can be rented for a nominal annual fee from Mietra Schliessfachanlagen (www.mietra.de). This is an external company and not located on the school campus. Please apply for a locker by using their website (www.mietra.de). After checking the availability and after having received your payment Mietra will send the key directly to your home address.

Please mark all personal belongings with your child's name.

Please encourage your child not to leave anything valuable such as wallets and jewelry unattended in bags and gym lockers. Students should make sure that all personal belongings of value are either locked in their lockers, kept on their persons at all times or left at home.

The school cannot accept responsibility for the loss or theft of any items left unattended. Students should go to their lockers before school, during the morning break and at lunchtime. Students should not go to their lockers during the five-minute passing time between lessons since this often results in their late arrival to the next class.



LOST & FOUND

Personal property such as clothing, and school materials are the responsibility of the student and his/her family. The lost and found boxes in the Primary basement and outside the Red Gym in the Secondary building 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

The Secondary Cafeteria provides a warm lunch free of charge each day, including a vegetarian choice. No pork is used in the preparation of any meals. Unless given special permission, students may not eat food anywhere else on campus. Students should not bring fizzy drinks such as Coca Cola to school. Students are expected to bring their own drinking bottle. The school provides beverages at lunch. Students should bring a morning snack with them to eat during the first break. We encourage the children to bring healthy snacks such as fruit, yogurt and sandwiches. Foods with a high sugar content should be avoided. Some children have serious allergies that may limit the types of foods they can safely eat. Please remember that B.I.S. is a nut-free campus.

NO FOOD OR DRINKS ARE TO BE BROUGHT INTO OR CONSUMED IN EITHER THE SCIENCE OR THE COMPUTER LABORATORIES.

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 Secondary Students in Grades 6-10. If a mobile phone is brought to school, it has to be kept in the 'off' mode at all times and stowed away.

During school hours, Secondary 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.

STUDENT COUNCIL (StuCo)

The Student Council provides a forum for students to express their ideas and views on issues related to their school experience. It also allows students to contribute to school improvement. The Student Council is made up of representatives from each grade. There is an elected executive. Student Council serves as the »voice of the students« and organizes activities such as spirit days, dances and community service events throughout the year.



STUDENT SUPPORT TEAM

The Student Support Team, or SST, provides assistance to students who require additional resources at school for learning, emotional, behavioral, language, or transition reasons. We use teacher recommendations, internal assessments, and documentation from psychologists and medical doctors to inform our support. The SST collaborates with students, parents, teachers, coordinators and external professionals to provide appropriate levels of support.

SST MEMBERS:

- **LANGUAGE SUPPORT TEACHERS:** Provide language support lessons to assist students who range from beginner to intermediate levels of English/German proficiency.
- **LEARNING SUPPORT TEACHERS:** Provide remedial or alternative teaching methods as necessary to assist students in skill building and knowledge acquisition.
- **SECONDARY COUNSELLOR:** Provides individual and group counseling to assist students in interpersonal skills, social/ emotional issues and transition difficulties. Please see section above.

TYPES OF SUPPORT

- **ACCOMMODATIONS:** Additional tools are provided to a student to complete subject material, such as extended time, or material given in an adjusted format.
- **PUSH-IN SUPPORT:** An additional teacher joins a regular lesson on an on-going basis, and assists specific students in accomplishing the tasks set by the subject teacher.
- **PULL-OUT SUPPORT:** During the regular school day, students receive on-going individual or small group support, where students have support sessions outside of their normal lessons.
- **MODIFICATIONS MATERIALS:** A student may be provided with material which has been modified to suit the student's particular learning difficulty, or language level.

Student Support Coordinator: Luciana dos Santos Rücker (70239@berlin-international-school.de)

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 Secondary 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 SECONDARY

STUDENT DIARIES

Each student is issued a Student Diary. The routine and use of 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 Student Diary.

REGULAR UPDATES

Email will be sent to families fortnightly which provides them with an update and overview of events in school. This email includes information and highlights of the up-coming weeks in the school calendar.

EMAIL

All teachers in the Secondary school can be communicated with via email. Follow this link to access a full staff list and contact information: [*Secondary 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 INPERSON 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.

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.

COFFEE MORNINGS

The PTA and the 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.

SCHOOL WEBSITE

The B.I.S. website provides information about curriculum, our programs, upcoming events, links to important documents and shares news from across the school. Please use this link to access the website directly: ***B.I.S. Website***

BACK TO SCHOOL EVENING

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

PARENT-TO-PARENT COMMUNICATION

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



CHANNELS OF COMMUNICATION

Parents are encouraged to contact their child's teacher with questions or concerns at any time. The faculty and the leadership of B.I.S. are deeply committed to the welfare and progress of your child. During the course of the school year, questions or concerns inevitably arise and when they do, we encourage direct communication with the school.

The following steps are recommended:

- When parents would like to discuss their child's schoolwork, general academic or social development or specific concerns or issues, they should begin by talking directly to the responsible subject teacher. Appointments with teachers may be arranged through the school office, or directly with the teacher.
- Concerns that cannot be resolved or addressed through a meeting with the teacher, or questions of a more general nature concerning the operation of the school and its programmes, may be discussed with the Secondary Leadership Team or Principal. Appointments can be arranged through the Secondary Office.
- As noted, earlier, the Director is the agent of PKS responsible for the school and serves as a main point of contact/communication between the PKS and parents. Questions about whole school policy should also be addressed to the Director.
- If a problem cannot be resolved after a conference with the Director, it may be referred to SPKS.
- Communications directed to PKS should be in writing and should be addressed to CEO, Ms. Kathleen Wasmuth.

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 complete the Google Absence Form by 08.00h 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. Please be aware that we monitor attendance very carefully and all unexcused absences will be recorded as »unauthorised« and will appear on the Report Cards. Unauthorised absences will result in appropriate sanctions.

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 using the Google Absence Form. 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, but appreciated in planning for students' absences. During Ramadan, it may be that older children partake in partial fasting. We kindly ask parents to inform their child's advisory 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 Secondary Assistant Principal (Academics) must approve a written request at least two weeks before the specified date. A form for special leave can be accessed through the Google Absence Form. In the event of an emergency, parents may contact the Secondary 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 lessons, 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 or external authorization. If the child cannot produce a written notification, they will participate in the activity.

HEALTH

SPECIAL HEALTH & DIETARY REQUIREMENTS

Please advise your child's teacher of any allergies, disabilities, 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 Secondary 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.

NETWORK AND INTERNET GUIDELINES

GENERAL POLICY STATEMENT

Computer network and internet access are available to students and staff throughout B.I.S.. This technology offers vast, diverse and unique resources to both students and teachers. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation and communication. It is necessary to regulate the use of such resources to prevent misuse and clarify responsibilities of users. Misuse is any use not consistent with the overall educational intent and objectives of B.I.S.

USER ELIGIBILITY

All faculty and staff are eligible to use these technologies, and all faculty and staff are encouraged to participate in the many workshops and courses available on using the internet. All students are eligible to use these technologies. Individual student use of the internet REQUIRES student and parent agreement with the Network and Internet Policy, which is available below in both English and German.

COMPUTER USER GUIDELINES

Between B.I.S., in the name of the Director and the student. The following is an acceptable use policy with regards to the use of electronic communication tools, the school IT network, and internet resources (hereafter referred to collectively as the B.I.S. IT services).

Zwischen B.I.S., vertreten durch den Direktor und den Schülerinnen und Schülern, wird die folgende Vereinbarung über die Nutzung elektronischer Daten-Systeme in der Schule abgeschlossen. Im Besonderen werden Regelungen bezüglich der Nutzung von elektronischen Kommunikationsmitteln, des Schul-Computernetzwerkes sowie der Verwendung internetbasierter Recherchen und Dienste geregelt; im Folgenden B.I.S. IT-Dienste genannt.

SCOPE & PURPOSE | GELTUNGSBEREICH UND ZWECKBESTIMMUNG

This agreement lays down the principles for access to and use of B.I.S. IT services. It applies:

- to all B.I.S. students
- for the use of all IT services whether these are provided directly or indirectly by third parties.

The aim of this agreement is achieving transparency, ensuring the privacy rights of students, and securing the protection of their personal data; as well as communicating restrictions and consequences of misuse.

Diese Vereinbarung regelt die Grundsätze für den Zugang und die Nutzung der B.I.S. IT-Dienste und gilt:

- *persönlich für alle Schülerinnen und Schüler der B.I.S.*
- *sachlich für die Einführung und Anwendung aller B.I.S. IT-Dienste, unabhängig davon, ob diese durch die B.I.S. direkt oder im Auftrag der B.I.S. durch andere Personen oder Firmen erfolgt.*

Ziel dieser Vereinbarung ist die Herstellung von Transparenz zur Protokollierung und Kontrolle, die Sicherung der Persönlichkeitsrechte der Schülerinnen und Schüler sowie die Gewährleistung des Schutzes ihrer personenbezogenen Daten.

ORGANISATIONAL PRINCIPLES | ORGANISATORISCHE GRUNDSÄTZE

- 1** To ensure the effective organization of IT Network systems available to students as working tools in the fulfillment of educational tasks.

- 2** The installation and configuration of software, the IT support services for students and the management of access rights will be carried out following joint decisions of the school leadership and the IT department.

- 3** The B.I.S. IT services at B.I.S are protected by firewall and other software/systems from 3rd party unauthorized access and abuse. However, the prevention of access and manipulation of data from unauthorized third parties cannot be guaranteed.

- 4** Under certain conditions, students may be granted access to a guest – WLAN for personal devices. The connection of cabled personal devices to the school network is prohibited. The use of private portable memory devices is at the discretion of the teacher.

- 5** The personal student password for the use of B.I.S. IT-services are to be kept secret to prevent misuse by third parties. Students may alter their password, should they so wish. Should students become aware that their account has been misused, or if instruction is received from the school leadership, students must change their password immediately.

- 6** Should a student become aware of abuse of the IT system – i.e. the loss of data or the suspicion that password details have been compromised – a teacher or member of the IT department are to be informed immediately so that responsive measures can be taken.

Die B.I.S. IT-Dienste stehen den Schülerinnen und Schülern als Arbeitsmittel im Rahmen der Aufgabenerfüllung zur Verfügung.

Die Installation und Konfiguration von Software, die IT-Unterstützung für Schülerinnen und Schüler und die Verwaltung ihrer Rechte werden durch gemeinsam durch die Schulleitung und der IT-Abteilung der B.I.S. durchgeführt.

Die B.I.S. IT-Dienste werden von Firewall und/oder Systemen und Software zum Schutz vor Schadsoftware, unberechtigten Zugriffen oder Missbrauch durch Dritte geschützt. Dennoch kann das Ausspähen und Manipulieren von Daten durch Dritte nicht mit absoluter Sicherheit ausgeschlossen werden.

Den Schülerinnen und Schülern steht ein Gäste-WLAN zur Nutzung privater Endgeräte zur Verfügung. Die Nutzung von Netzwerkdosen für einen kabelgebundenen Zugang mit privaten Endgeräten ist untersagt. Die Nutzung privater Speichermedien ist nach Maßgabe der Lehrkräfte zulässig.

Die persönlichen Kennwörter der Schülerinnen und Schüler für die Nutzung der B.I.S. IT-Dienste sind von diesen geheim zu halten, um Missbrauch durch Dritte zu verhindern. Die Kennwörter können bei Bedarf durch die Schülerinnen und Schüler selbst geändert werden. Nach Aufforderung durch die Schulleitung bzw. Ihren Beauftragten und nach wissentlichem bekannt werden eines Kennwortes muss dieses unverzüglich geändert werden.

Hat eine Schülerin/ein Schüler den Verdacht auf Manipulation der IT-Systeme bzw. sind Hinweise auf den Verlust der Vertraulichkeit von Daten und Passwörtern bekannt, ist eine Lehrkraft oder die IT-Abteilung sofort zu informieren, sodass weitere Schritte eingeleitet werden können.

ACCEPTABLE USE | ZULÄSSIGKEIT DER NUTZUNG

- 1** The use of B.I.S. IT services is provided only for school use, purely personal use is prohibited.

- 2** Private/personal e-mails received on school email addresses are to be deleted by students.

Alle B.I.S. IT-Dienste werden ausschließlich für die schulische Nutzung zur Verfügung gestellt, jegliche private Nutzung ist untersagt.

Private E-Mails sind von Schülerinnen und Schülern nach Kenntnisnahme des privaten Charakters unverzüglich zu löschen.

- 3 Should provisions (1) and/or (2) not be followed, the student's account will be temporarily blocked and student personal data may be deleted.

- 4 Personal data stored within external services should only be identifiable by the student's first name, initials, the school users account number or the name of their class.

For security reasons, B.I.S. IT services may be restricted at the discretion of school leadership.

- 5 This may include, for example:
- blocking of certain B.I.S. IT services,
 - reduction of certain IT Network connections,
 - limiting bulk data transfer and/or storage space.

- 6 Upon termination, or when a student leaves the school, the B.I.S. IT services, including the e-mail account for the respective student will be deleted within four weeks.

Wird eine Zuwiderhandlung gegen die Vorschriften der Absätze 1 und/oder 2 festgestellt, wird das Nutzerkonto vorläufig gesperrt. Die Schülerin/der Schüler muss dann unter Aufsicht unberechtigt gespeicherte Daten löschen.

Persönliche Informationen, die von oder bei externen Diensten gespeichert werden, sollen nur über die Benutzer-Kontobezeichnung (Nummer), die Initialen, den Vornamen oder die Klassenbezeichnung zuordnungsfähig sein.

Aus IT-Sicherheitsgründen kann die Internetnutzung nach Maßgabe der Schulverwaltung beschränkt werden.

Dies kann beispielsweise folgendes beinhalten:

- Sperrung bestimmter Dienste der Internetnutzung
- Reduzierung der Internet-Verbindungsgeschwindigkeit
- Beschränkung des Massendatentransfers oder des Speicherplatzes.

Mit Beendigung der Immatrikulation erlischt die Berechtigung zur Nutzung der B.I.S. IT-Dienste und das E-Mail-Konto der jeweiligen Schülerinnen und Schüler wird innerhalb von 4 Wochen nach Exmatrikulation gelöscht.

PRINCIPLES OF CONDUCT | VERHALTENSGRUNDSÄTZE

Students must refrain from any use of the IT Network that is harmful to the interests or public reputation of B.I.S., the security and safety of the school network or contrary to any applicable German laws.

This is especially true with regards to:

- 1
- retrieval and distribution of content that violates personal rights, copyright or criminal law;
 - provision or dissemination of libelous, defamatory, anti-constitutional, racist, sexist, homophobic, violent or pornographic content or images.
 - the unauthorised use of the B.I.S. IT services to accomplish private transactions, in particular the use of payment functions (internet mail or business, Paypal, Ebay, etc.) or;
 - the use of unauthorised online gaming platforms without educational purpose.

Die Schülerinnen und Schüler haben jede Nutzung des Internets zu unterlassen, die geeignet ist, den Interessen der B.I.S. oder deren Ansehen in der Öffentlichkeit zu schaden, die Sicherheit der B.I.S. IT-Dienste zu beeinträchtigen oder die gegen geltende Rechtsvorschriften verstößt.

Dies gilt vor allem für:

- Das Abrufen oder Verbreiten von Inhalten, die gegen persönlichkeitsrechtliche, urheberrechtliche oder strafrechtliche Bestimmungen verstoßen.
- Das Abrufen oder Verbreiten von beleidigenden, verleumderischen, verfassungsfeindlichen, rassistischen, sexistischen, gewaltverherrlichenden oder pornografischen Äußerungen oder Abbildungen,
- Die Nutzung des Internets zur Erledigung privater Rechtsgeschäfte, insbesondere die Nutzung von Zahlungsfunktionen (Internetversandhandel, PayPal, eBay o.ä.)
- Die Nutzung von Online-Spiele- oder Wettplattformen ohne schulischen Zweck

2

Under no circumstances are infrastructure and security settings to be altered or deactivated by students. The same applies to filters and accessing illegal content

Infrastruktur und Sicherheitseinstellungen dürfen von Schülerinnen und Schülern unberechtigt weder manipuliert noch außer Kraft gesetzt oder umgangen werden. Gleiches gilt für den Einsatz von Filterprogrammen, die den Zugriff auf Angebote mit rechtswidrigen oder strafbaren Inhalten sperren.

3

Use of programmes that run without installation (such as portable apps) is prohibited unless the express permission of the IT department has been granted.¹

Die Nutzung von Programmen, die ohne Installation lauffähig sind (sog. Portable Apps), ist grundsätzlich verboten.²

INFORMATION & TRAINING OF STUDENTS |

INFORMATION UND SCHULUNG DER SCHÜLERINNEN UND SCHÜLER

1

B.I.S. students will receive data protection training as part of their ICT lessons to ensure they are familiar with data security issues in the use of B.I.S. IT services.

Die Schülerinnen und Schüler der B.I.S. werden im Rahmen von Unterrichtseinheiten über die besonderen Datensicherheitsaspekte bei der Nutzung der B.I.S. IT-Dienste informiert.

2

Every student, who uses B.I.S. IT services, confirms by signing this agreement, that he/she understands and agrees to the requirements of this user agreement.

Jede Schülerin/jeder Schüler, die/der die B.I.S. IT-Dienste nutzt, bestätigt in einer Erklärung, dass er/sie die Inhalte der Nutzungsvereinbarung dieser Nutzungsordnung zur Kenntnis genommen und verstanden hat.

LOGGING | PROTOKOLLIERUNG

1

Every incoming and outgoing data transfer will be checked and recorded by a virus scanner and spam filter.

Jeder eingehende und ausgehende Datentransfer wird durch einen Virens Scanner und Spam-Filter überprüft und protokolliert.

2

The personal data resulting due to the use of the internet services are not used for performance and behavioral control. They are only used for the purpose of data protection regulations and to ensure compliance with this agreement.

Die bei der Nutzung der Internetdienste anfallenden personenbezogenen Daten werden nicht zur Leistungs- und Verhaltenskontrolle verwendet. Sie unterliegen der Zweckbindung dieser Vereinbarung und den datenschutzrechtlichen Vorschriften.

3

In order to confirm that users comply with this agreement, regular non-name-based sampling (without prior notification) of files is performed to ensure compliance.

Zur Überprüfung der Einhaltung der Regelungen dieser Vereinbarung werden regelmäßige, nicht-namensbezogene Stichproben (ohne Identifizierungsmerkmale) in den Protokolldateien durchgeführt.

¹ This is understood to mean programmes which are based on an external data storage device, e.g. A USB stick or in an online data storage system (cloud), and can be run without installation from these data sources. Examples of this would include portable web browsers, such as »Mozilla Firefox«, which can circumvent security measures, or portable versions of games, such as »Counter Strike«. Should students wish to utilise portable versions of programs for pedagogical purposes, this must be agreed with the IT department.

² Hierunter versteht man Programme, die auf einem Datenträger wie z.B. einem USB Stick oder in einer Cloud gespeichert werden und ohne Installation von diesen Datenquellen ausgeführt werden können. Beispiele dafür sind portable Webbrowser, wie etwa »Mozilla Firefox«, die Sicherheitsmaßnahmen umgehen können oder portable Versionen von Spielen, wie z.B. »Counter Strike«. Möchten Schülerinnen und Schüler portable Versionen bspw. pädagogisch einsetzen, so ist dies mit durch die IT-Abteilung genehmigen zu lassen.

Traffic data will be collected with reference to: • date/time • addresses of the sender and recipient (e.g., IP addresses) • user identification (for example, when using a proxy server) • accessed web pages and transferred data volume	<i>Die Verkehrsdaten für den Internetzugang werden protokolliert mit Angaben zu:</i> • <i>Datum/Uhrzeit</i> • <i>Adressen des Absenders und Empfängers (z.B. IP-Adressen)</i> • <i>Benutzeridentifikation (z.B. bei der Verwendung eines Proxy-Servers)</i> • <i>aufgerufenen Webseiten und übertragener Datenmengen</i>
The logs referred to in paragraph 4 shall be used exclusively used for the purposes of: • analysis and correction of technical errors • ensuring system security • optimization of the network • determination of the total use volume • random checks pursuant to paragraph 6 and measures according to point 8 of this agreement	<i>Die Protokolle nach Absatz 4 werden ausschließlich zu Zwecken der:</i> • <i>Analyse und Korrektur technischer Fehler</i> • <i>Gewährleistung der Systemsicherheit</i> • <i>Optimierung des Netzes</i> • <i>Statistischen Feststellung des Gesamtnutzungsvolumens</i> • <i>Stichprobenkontrollen gemäß Absatz 6 und Maßnahmen gemäß Punkt 8 dieser Vereinbarung</i>
The log files are evaluated regularly by a staff member of the IT Department who has been appointed by the school's leadership with regard to the visited websites. These data will be accumulated and evaluated without personal information (i.e. without naming names or other identification features).	<i>Die Protokolle werden durch einen vom Schulträger schriftlich beauftragten Mitarbeiter der IT-Abteilung regelmäßig stichprobenhaft hinsichtlich der aufgerufenen Webseiten, nicht personenbezogen, gesichtet und in aggregierter Form, also ohne Nennung von Namen und anderen Identifizierungsmerkmalen, ausgewertet.</i>
The log files will be automatically deleted after 30 days.	<i>Die Protokolldaten werden nach 30 Tagen automatisch gelöscht.</i>

MEASURES FOR VIOLATIONS/ABUSE | MASSNAHMEN BEI VERSTÖSSEN/MISSBRAUCHSREGELUNG

In case of suspected abusive or unauthorized use of the provided B.I.S. IT services will seek investigations which, depending on the outcome, can lead to disciplinary measures.	<i>Bei Verdacht auf missbräuchliche oder unerlaubte Nutzung der bereitgestellten B.I.S. IT-Dienste werden Untersuchungen angestrebt, die, abhängig vom Ergebnis, zu disziplinären Maßnahmen, führen können.</i>
The school management reserves the right to suspend the use of private devices from the school network in case of conspicuous behavior, e.g. large download volumes, use of prohibited services or the like. (See 4. Behavioral principles).	<i>Die Schulleitung behält sich vor, private Geräte bei auffälligem Verhalten, wie z.B. hohen Downloadaufkommen, Nutzung von untersagten Diensten oder ähnlichem, aus dem Schulnetzwerk auszusperrern. (s. 4. Verhaltensgrundsätze).</i>

VALIDITY OF THE AGREEMENT | INKRAFTTRETEN

This agreement shall become effective upon signature. This agreement may be terminated with a two week notice period.	<i>Diese Vereinbarung tritt mit ihrer Unterzeichnung in Kraft. Sie kann mit einer Frist von zwei Wochen durch die Direktion gekündigt werden.</i>
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DISCIPLINE

Disciplinary measures may be taken for violations, as appropriate, consistent with current policies, procedures, and judicial codes for students.

Such discipline includes the right to discontinue and/or restrict individual access to technology. Irrespective of internal disciplinary proceedings, B.I.S. reserves the right to proceed criminally or civilly against the accused for alleged violations of current state, federal or local laws.

WITHDRAWAL FROM B.I.S.

When a student is to be withdrawn permanently, parents should inform the Secondary 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 in writing before the end of April.

SECTION 4: SAFETY, TRANSPORT & TRAFFIC

SAFETY & SECURITY

Safety and security are priorities at Berlin International School. Security programmes operate at a number of different levels and locations. The school is in close contact with state and local authorities, police, and embassies all of whom inform the school of any potential security concerns and/or risks.

All visitors to B.I.S must report and sign in at the main reception before coming into the Secondary Building.

SAFETY & EMERGENCY REGULATIONS

DRILLS

Special drills are planned by B.I.S. Secondary 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 Secondary section is represented on the school's Crisis Management Team (CMT) - which trains staff to respond to crises - as well as on the Campus Dalhem 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.

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.

TRANSPORT

It is vital that parents contact the bus company as well as the Secondary office if there is any change to your child's daily arrangements. In addition, 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.

BUS TRANSPORT

B.I.S. has authorized a private bus company, at an additional cost, to provide services for students. Parents should contact the Secondary Office for initial bus information (secondary@berlin-international-school.de). All buses meet safety requirements under German law. Every day the drivers collect and drop off children throughout the greater Berlin area. Our biggest concern is the safety of every child. Students are expected to follow the bus rules at all times (see more information further on). Students who don't observe these rules will be given a warning. If the problem continues, bus service can be cancelled. If your child will not ride the bus on a scheduled day, please contact our Receptionist, Ms. Tweedale.

PUBLIC TRANSPORTATION

Public transportation is available to students. The Berlin Transit Authority (BVG) runs a bus (number 110) daily between the Zoologischer Garten Station and the Oskar-Helene-Heim U-Bahn Station. The bus stop Platz am Wilden Eber is located two minutes from the school entrance. Buses run every 20 minutes. The Underground (subway) stations Breitenbachplatz and Podbielskiallee (Line 3 – Krumme Lanke to Nollendorfplatz) are each about a ten-minute walk away from the school. Trains run every 4-10 minutes (depending on the time of day).



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:

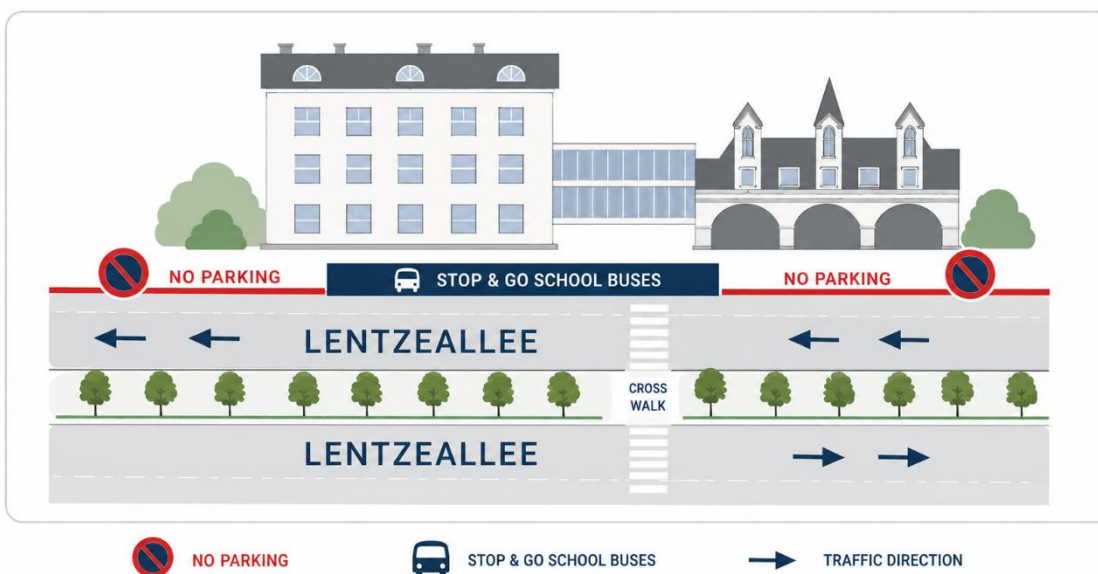
- **PLEASE INSTRUCT YOUR CHILD TO USE THE CROSS WALK and set a good example by using it correctly.**
- **STUDENTS MAY NOT LEAVE E-SCOOTERS OUTSIDE THE SCHOOL PREMISES AND ARE NOT PERMITTED TO USE THESE AS A METHOD OF TRANSPORTATION TO AND FROM SCHOOL:**
- **PLEASE DO NOT INSTRUCT YOUR CHILD TO WAIT FOR 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



SECONDARY SECRETARY

Ms Jennifer Ng

Phone: +49 (0)30 82 00 77 770

Fax: +49 (0)30 82 00 77 779

secondary@berlin-international-school.de



ADMISSIONS OFFICER

(admissions, departures, contracts)

Ms Melanie Sommer-Joest

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

admissions@berlin-interational-school.de



RECEPTIONIST

(lateness, absences, emergencies - The Receptionist's office is directly in front of the main entrance gate.)

Ms Louise Tweedale

Monday – Thursday: 08.00h – 13.00h & 14.00h – 17.00h

Friday: 08.00h – 12.30h & 13.30h – 15.45h

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



WELFARE OFFICER

(first aid, medication, allergies, contagious illness)

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 77 784

manuela.maiwald@berlin-international-school.de



EVENT & ASA COORDINATOR

Mr Julian Stüven

asa@berlin-international-school.de



ASSISTANT PRINCIPAL – Secondary Leadership Team

Ms Stephanie Steinberg

stephanie.steinberg@@berlin-international-school.de



MIDDLE SCHOOL DEAN OF STUDENTS – STUDENT WELL-BEING

Mr Tom Pulcinella

thomas.pulcinella@berlin-international-school.de



ADVANCING LEARNING LEAD / MIDDLE YEARS COORDINATOR

Ms Katherine Lawrence

katherine.lawrence@berlin-international-school.de



HIGH SCHOOL DEAN OF STUDENTS – STUDENT WELL-BEING

Dr. Jennifer Miller

jennifer.miller@berlin-international-school.de



ADVANCING LEARNING LEAD / DIPLOMA PROGRAMME COORDINATOR

Ms Vanessa Westerhoff

vanessa.westerhoff@berlin-international-school.de



DIRECTOR

Ms Jane Thompson

director@berlin-international-school.de

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

All other inquiries: Secondary Office • +49 (0)30 82 00 777 90



Private Kant-Schulen Berlin

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

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Internet: HYPERLINK "<http://www.berlin-international-school.de/>" www.berlin-international-school.de • E-Mail:

HYPERLINK "<mailto:office@berlin-international-school.de>" office@berlin-international-school.de

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