



B.I.S. SECONDARY

PARENT HANDBOOK 2020 | 2021

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SECONDARY PRINCIPAL

Mr Michael Cunningham
secondary@berlin-international-school.de

Dear Parents and Students of B.I.S Secondary,

Please be advised that our procedures and practices this school year will be both proactive and responsive to the current COVID-19 health situation. As requirements for schools remain dynamic, the information contained in our parent handbook is subject to change. We will regularly share current information and any required changes with families via email. We will make every effort to keep our school community well-informed through these challenging times. As such the Secondary Parent Handbook provides a general guide to procedures which may need to be modified on short notice. Thank you for your understanding.

This handbook is intended to familiarize you with school procedures, rules, and expectations. Your understanding, acceptance, and cooperation will help ensure that your family's time with us will be a positive and beneficial experience.

The procedures found in this handbook reflect current practices, while being specifically geared to serve our unique community of learners. Whenever you have questions concerning this document or future additions or corrections, please do not hesitate to contact us. We have an active Parent Teacher Association (PTA) and an energetic Förderverein/Fundraising Committee (Friends of B.I.S. or FROB.I.S.). Sometimes a simple clarification can solve a potential misunderstanding. We are always looking for parents who wish to devote their time and energy to the school. A series of information evenings, coffee mornings, afternoon teas, and conference days are scheduled to keep you informed.

Our continuous goal is to provide students with a relevant, stimulating, and unique educational experience so they become caring and responsible learners.

Berlin International School is a community where students, staff and parents are involved in creating a healthy, enriching learning atmosphere.

Please read this handbook carefully and discuss the contents with your child. We have outlined many of our guidelines and policies, to help your child prepare for school, to answer practical questions, and to facilitate a smooth transition into our community.

Many useful topics will be addressed in the following pages. Please refer to them when you have practical questions about school life. We ask that you pay particular attention to the routines outlined in this handbook.

Additional calendars, newsbriefs, and other communications will be sent to you periodically. We invite parents to feel free to call the school (+49 (0)30 820077-90) or contact us via e-mail at any time with questions, concerns, or suggestions.

My best wishes for a wonderful year ahead.

Yours faithfully,
Michael Cunningham
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.

GENERAL INFORMATION

HISTORY

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 Stiftung Private Kant-Schulen gGmbH (also known by the acronym SPKS), a non-profit educational institution that operates four other schools and is part of the Kant Foundation, a fully recognized educational Foundation based in Berlin, Germany; multiple 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 Stiftung Private Kant-Schulen responsible for B.I.S. and serves as a main point of contact/communication between the Stiftung Private Kant-Schulen and parents. The school is a member of CIS (Council of International Schools), MSA (Middle States Association), the IB (International Baccalaureate), AGIS (Association of German International Schools), VDP (Verband Deutscher Privatschulverbände e.V.), and is officially recognized by the Berlin Department of Education. The school is currently accredited internationally by CIS and in North America by MSA.

BUILDINGS

Berlin International School is located in Berlin-Dahlem. It occupies gardens, an enclosed play area, open recreational grounds, plus two adjacent historical buildings in the Lentzeallee. One of these buildings, a former Prussian customs administrative building, now houses B.I.S. Secondary; the other is a former maternity hospital where B.I.S. Primary is located. Our site, Campus Dahlem comprises these buildings, together with a purpose built Kita managed by Kant-Kindergarten and two multi-purpose halls.

THE STUDENTS

Approximately 45% of the student body is German, although many of these students have studied abroad or hold dual nationality. In 2018 over 70 nationalities were represented in the school across all grades. The majority are not native speakers of English.

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. The PTA coordinates a wide variety of social events, clubs and activities throughout the year. All parents are automatically members of the PTA. Each class selects a parent representative. The PTA is always looking to involve more parents and would value your contribution:
pta-secondary@berlin-international-school.de

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

The aim of the Friends of B.I.S. is to raise funds for enrichment projects. All alumni and parents of B.I.S. students can become members by completing the membership application and transferring the annual fee. Information about membership is available to parents at the start of the school year. For more information: board@frobis.org

CALENDAR

The school calendar can be found inside the school website. Important events/dates are also published regularly in updates sent out by email. The **Test Calendar** including information regarding test dates, can be found here:
<https://sites.google.com/a/berlin-international-school.de/class-calendars/>

STAFF

At B.I.S. Secondary there are over 60 well-qualified, experienced, and multilingual/multinational staff members who are proficient speakers of English.

BUS TRANSPORT

B.I.S. has authorized a private bus company, at an additional cost, to provide services for students. Parents should contact the Primary Office for initial bus information (primary@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, Mr Befort.

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).

ABSENCES

The Secondary Secretary is Frau Wismayer (phone: 030 82 00 77 770, fax: 030 82 00 77 779). If your child is going to be absent, please notify the Secondary Office in writing or by email ahead of time. In the case of illness or other unexpected absences, please call or email the school receptionist, Mr Befort, in the morning before 08.30.

During non-school hours, you may leave a message on the school's answering machine on 030 82 00 77 90. 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.

VISITORS

Visitors are usually welcome in B.I.S. Secondary. However due to the hygiene restrictions in place due to the COVID-19 pandemic, we are not accepting visitors on campus.

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.

CHANGE OF ADDRESS/TELEPHONE NUMBER

Parents/guardians are required to notify the school of any change of address and/or telephone numbers (including mobile telephone numbers). Changes to student mobile telephones should also be communicated. Emergency contact details must be available to the school at all times.

GUARDIAN DETAILS

If parents plan to be out of town overnight or longer, it is essential that they inform the school of contact telephone numbers and names of appointed guardians.

B.I.S. CONTACT GUIDE

WHO DO YOU CONTACT?

The following guidelines are based on the understanding that whenever a question, issue or problem arises, the solution is first to be sought at its source. In any situation it is best to go to the person directly concerned in order to ensure that you:

- gain first-hand information
- get the complete story
- achieve a quick response
- support the concept of open sharing of information as an aid to assisting your child's learning.

In general, if a question concerns your child's subject-specific learning, you should first contact your child's subject teacher, either personally or in writing. A list of staff email addresses can be found [here](#).

SUBJECT TEACHER

Subject or course information • Class equipment and requirements • Homework • Project or research requirements • Classroom and school relationships • Classroom incidents • Enrichment activities • First point of contact for students in relation to subject-specific curriculum issues

HOMEROOM TEACHER

Student behaviour • General student progress • Classroom and school relationships • General day-to-day routines and expectations • Missing items • Field trips and excursions

COUNSELLORS (Ms Kaitila for Grade 6, 8 and 10 and DP2; Ms Litchfield for Grade 7 and 9 and DP1)

Personal matters • requests for social/emotional support

LEARNING SUPPORT TEACHERS

Students with special learning needs

SECONDARY OPERATIONS COORDINATOR (Mr Broschkowski)

Communication with parents

SECONDARY VICE PRINCIPAL RESPONSIBLE FOR MIDDLE YEARS (Ms Torbakova)

Responsible for Grade 6 thorough to Grade 10

MIDDLE YEARS PASTORAL COORDINATOR (Mr Ruffer)

Grade 6-10 disciplinary matters • Grade 6-10 Homeroom programme

IGCSE COORDINATOR (Ms Khalil)

IGCSE examination information for Grade 9-10

BBR AND MSA COORDINATOR (Ms Knappe)

BBR and MSA examinations information for Grade 9-10

IBDP COORDINATOR (Ms Moffatt)

DP curriculum information (Grade 11-12) • Academic progress of DP students • DP disciplinary matters

ATHLETIC DIRECTOR (Mr Jordan)

Sporting trips • Sporting events • Sports teams • Sports clothing
(school apparel can be ordered directly from www.schulkleidungen.de)

HEAD OF ADMISSION (Ms Harris)

Enrolment enquiries

SCHOOL WELFARE OFFICER (Ms Müller)

Matters related to student health

DIRECTOR (Mr Eaton)

School fees

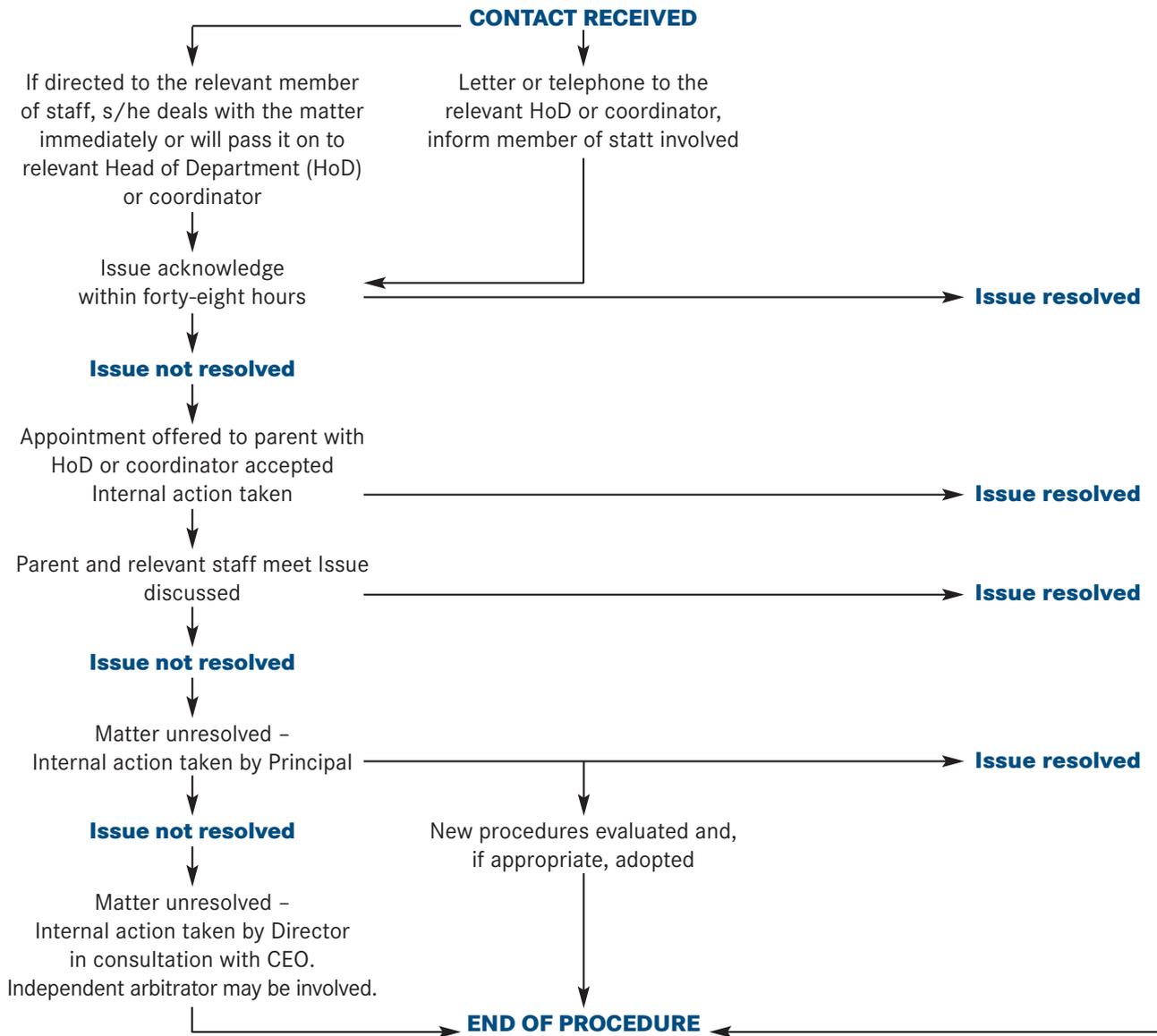
SECRETARY (Ms Wismayer)

General enquiries

GENERAL COMMUNICATION POINTS

1. Students should make their Homeroom teacher their first point of contact unless they wish to consult the Counsellor on a personal matter.
2. Parents are encouraged to make maximum use of resources such as this handbook, emails updates, the school website, parent information meetings, teacher interviews, and coffee mornings in order to be well informed on school matters.
3. We encourage open dialogue between parents and teachers. We ask that you arrange a time to speak with your child's teacher by emailing the relevant teacher directly.
4. Concerns that cannot be resolved through a conference with the teacher, or questions of a more general nature concerning the operation of the school and its programmes, may be discussed with the appropriate coordinator.
5. The Director is the agent of SPKS responsible for the school and serves as a main point of contact and communication between SPKS and parents. Questions about fees and contracts, and any matters that have not been resolved by following the steps above, may be addressed to the Director. Please see the flowchart below to help determine when the Director should be contacted.
6. If a problem cannot be resolved after a conference with the Director, it may be referred to SPKS.
7. Communications directed to SPKS should be in writing and should be addressed to CEO, Mr Andreas Wegener.





STUDENT LIFE

ARRIVAL & DISMISSAL PROCEDURES

The school day begins at 08.45 and finishes at 15.45 Monday through Thursday. School finishes at 14.15 on Fridays. IBDP classes continue until 16.30 on some days. Students are expected to be in school before 08.40 for the start of all classes. Students arriving after 09.25 are required to sign in at the Secondary Office.

All late arrivals are monitored as part of our electronic attendance system. Patterns of lateness will be considered a disciplinary matter and may jeopardize the academic progress of the student.

Lateness of Grade 6-10 students will be reported to the Middle Years Coordinators and lateness of IBDP students will be reported to the IBDP Coordinator.

Any student who has been late more than three times in a semester without a legitimate excuse (for example, a medical appointment, illness or family bereavement) is required to do an after school detention for each subsequent late arrival at school. Traffic, missed buses or trains and oversleeping are not legitimate reasons, and such instances will be counted as ‘unexcused’ absences.

Students who leave school before normal dismissal time must have a note/permission from a parent/guardian and must sign out at the Secondary Office. If the Secondary Office is closed, the student should sign out with the Receptionist, Mr Befort.

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 acceptable 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.

No student may leave the campus for reasons of illness before receiving permission to do so.

CURRICULUM

B.I.S. Secondary offers three challenging and age-appropriate curricular programmes to students in Grades 6 - 12:

- Middle Years B.I.S International Curriculum Grades 6-8
- Middle Years BBR/MSA/IGCSE Grades 9-10
- The International Baccalaureate Diploma Programme Grades 11-12 (DP1 & DP2)

Please see the corresponding curriculum guide for more information about these programmes.

SECONDARY SCHOOL DAY

TIMETABLE

MONDAY - THURSDAY

08.45h - 09.25h Period 1

09.30h - 10.10h Period 2

10.10h - 10.25h Morning Break

10.25h - 11.10h Period 3

11.15h - 11.55h Period 4

12.00h - 12.45h Period 5

12.50h - 13.30h Period 6 Lunch 1

13.35h - 14.15h Period 7 Lunch 2

14.20h - 15.00h Period 8

15.05h - 15.45h Period 9

15.50h - 16.35h Period 10 (possible for IGCSE Grade 10, DP1 and DP2 students only).

FRIDAY: lessons finish at 14.20 with the exception of Grade 9 and 10 Mathematics on select Friday afternoons.

Students are expected to attend all of their lessons. If a teacher is absent, work will be set and a supervising teacher will cover the lesson. If a teacher is more than 10 minutes late to class, one student is to inform Frau Wismayer of the teacher's absence. Students are to remain quietly in class unless dismissed by a member of the school leadership team.

SUPPLY LIST | FIRST DAY SHEETS

B.I.S. will provide each student with a Homework Planner and teachers expect students to use their planner during every lesson. The school will provide necessary books and texts to support the curriculum for each subject.

Other items students may find necessary include **A4 ring binders, A4 white lined paper, subject dividers, and a large pencil case containing pens (black and/or blue), coloured pencils, a ruler, a compass, a protractor, a glue stick and erasers.**

LOCKERS & PERSONAL BELONGINGS

Due to COVID-19, grade levels may not mix. This means movement around the building is limited, which impacts access to lockers. We will review and adapt arrangements as we progress through the school year. Lockers (36 x 35 x 50 cms) can be rented for a nominal annual fee from Mietra Schliessfachanlagen (www.mietra.de). Forms and information are available from Frau Wismayer in the Secondary Office. 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 are allowed to go to their lockers before school, during the morning break and at lunchtime.

Students may 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.

CAFETERIA

The Secondary Cafeteria provides a warm meal 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 free beverages at lunch.

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

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. Due to COVID-19, grade levels are not permitted to mix. As a result, we will work with students to develop an alternative Student Council structure for this school year.

ATTENDANCE

Students are expected to attend school each day, all day. Those who are absent or late to school for any reason need to have a parent call Mr Befort, the receptionist, phone 030 82 00 77 90 • fax 030 82 00 77 779 or email secondary@berlin-international-school.de. The phone call should be confirmed by a note written by the parent or guardian explaining the reason for the absence or lateness. If your child is going to be absent, please notify the Secondary Office in writing ahead of time. In the case of illness or some other unexpected absence, please call reception in the morning and please have your child bring a doctor's note or a note from a parent when s/he returns to school. During non-school hours, you may leave a message on the school's answering machine at 030 82 00 77 90 to substantiate the absence.

ILLNESS & DOCTOR'S APPOINTMENTS

When a student is absent from school, parents/guardians are expected either to inform the school in advance or, in the case of illness, to telephone the school receptionist Mr Befort 030 82 00 77 90 by 08.30h on the day of 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. Parents are urged to schedule doctor, dentist and other appointments after school hours or during vacations wherever possible.

Each absence must be excused in writing to the appropriate coordinator. After a student misses three days of school a formal written doctor's note or certificate must be brought. Students who miss classes are required to complete all regular assignments and any additional work regarded as necessary by the teacher.

ABSENCES IMPACT LEARNING

When a student is absent from school and makes up homework and tests, only part of the learning process proceeds normally.

When students are absent, they miss:

- The interaction which goes on in classroom discussions.
- The learning which comes through classroom activities.
- The possibility to ask questions to clarify homework, lectures, activities and discussions.
- Ongoing small group work and projects.
- The opportunity to take out books and materials needed for research.
- The opportunity to use the school's technological tools for research.

In accordance with German law, B.I.S. expects students 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 progress individually and may require the course to be repeated the following year.

A parent meeting will be held to discuss the progress of any chronically absent student to understand how student learning can best be supported. If a student is absent from school, she/he is responsible for making up the work missed.

RELIGIOUS HOLIDAYS

B.I.S. understands that students of various religions within the school observe diverse holidays. The school respects and accepts observations of various holidays and requests that parents inform school of plans for absences due to the observation of special religious holidays.

SPECIAL LEAVE

If a parent requires permission for a student to be away from school for personal or family reasons, a »Special Leave« form (obtained from the Secondary office) must be completed and sent to the Secondary Principal for approval at least two weeks before the specified date. In the event of an emergency, parents/guardians may telephone the Secondary Principal to inform him of the need for students to leave school. Students are responsible for obtaining and completing all assignments missed during such periods of absence.

FINAL NOTE

Living internationally presents great opportunities for travel. We encourage families to take advantage of the many rich experiences that can provide lifetime memories.

However, we hope that planned trips do not conflict with school days. We ask that when you plan trips, you schedule your flights to avoid having your sons/daughters miss school days. Teachers are not 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.

HOMEWORK POLICY

HOMEWORK AT B.I.S.

Homework is an important means of consolidating, extending and enriching student learning, and an integral part of a teacher's assessment and reporting on student performance. This policy aims to provide clear guidance on homework for parents, students and teachers. As with all aspects of teaching and learning, open and clear communication between parents, students and teachers is essential for homework to be used effectively. To ensure the learning benefits of homework are maximized, parents need access to information about the homework their child has been set.

Homework is defined as out-of-lesson tasks assigned to support classroom activities and learning outcomes. Such tasks might include essays or creative writing, preparing oral presentations to be delivered in class, independent revision to prepare for tests, and reading assignments. Homework tasks which require students to meet together in their own time to collaborate should not be set. Homework at B.I.S. can be assessed either formatively or summatively (please see the 'Assessment' section of this Handbook for an explanation of these terms). Unless otherwise agreed, all homework tasks are compulsory.

Meaningful homework is:

- Related to a specific purpose (students should know why they have been assigned the task)
- A reinforcement or extension of what has been learned in the classroom
- Clear in terms of what is required
- Engaging in a way that fosters motivation
- Matched to students' abilities
- Designed so that students can complete the task on their own

Homework should not be used as a punishment.

TEACHER RESPONSIBILITIES:

- Set homework tasks which are matched with the learning outcomes of the programme.
- Whenever possible, share the assessment criteria with students when setting homework.
- Ensure that the time allocated to complete the homework to the required standard is appropriate, taking into consideration different language abilities
- Keep accurate records of when students complete or fail to complete their homework.
- Provide feedback on completed homework (under usual circumstances, within two weeks).
- Show willingness to negotiate homework deadlines during times of high pressure.
- Ensure that homework amounts are consistent for classes taking the same courses (e.g. all Grade 7 English classes should receive roughly the same amount of homework regardless of the teacher, although the homework might not necessarily be given at the same times).

- Ensure that students, especially those in the lower grades, enter homework tasks into their Homework Planners.
- Enter all test dates in the **Test Calendar** and enter DP tests in Managebac.
- Communicate with parents if a student is failing to meet homework expectations.

STUDENT RESPONSIBILITIES:

- Record all set homework in the Homework Planner.
- Attempt to complete all set homework to the required standard within the designated time period.
- If unable to complete a homework task on time, communicate with the teacher before the due date so that the reasons for this can be discussed and a solution agreed upon. If the student is unable to contact the teacher beforehand, the student should provide a written note from a parent or guardian to explain why the homework could not be submitted on time.
- To take careful note of the teacher feedback on homework tasks.
- To find out about any homework which was set if absent.
- To submit homework as soon as possible after any deadlines missed due to absence.

PARENT RESPONSIBILITIES:

- Ensure your child has a working space that is quiet and does not distract them from their work.
- Check your child's homework diary and check to see if homework is completed.
- Communicate with teachers if there are problems in managing assignments.

HOMEWORK AMOUNTS IN GRADES 6 TO 10

Students will vary in terms of how much time they will need to complete a homework task: a piece of work that one student may finish in short time may take another student longer. However, B.I.S. recognizes that students of all ages need to be able to achieve a healthy work-life balance, and homework should not prevent a student from participating in recreational activities, socialising with friends and family, or being properly rested.

With this in mind, the following guidelines outline the maximum time a student should have to spend on homework each week. While students may choose to spend longer on a particular task, it should be possible to complete homework assignments in the specified time.

GRADE	Amount of weekly homework per subject	Total maximum amount of weekly homework
6 and 7	20 minutes	3 hours
8	25 minutes	4 hours 10 minutes
9 and 10	30 minutes	5 hours 30 minutes

(each Science subject counts as one subject)

HOMEWORK PROCEDURES IN GRADES 6 TO 10

A teacher may 'double up' homework over two weeks provided the full two weeks is given for the student to complete the work, e.g. a Grade 8 English assignment which takes 50 minutes could be given over two weeks.

If a student is unable to complete the homework in the allocated time, they may draw a line under their work and ask a parent to sign it to confirm the time spent. Such work will still be assessed in the same way as completed work (e.g. the fact that the work is incomplete may affect the awarded grade), but there are no disciplinary consequences for not being able to complete the work. Homework should not be set from one day to the next, and not from Friday to Monday.

If an assignment is set before the holidays, appropriate time after the holidays needs to be given to complete the task.

CONSEQUENCES FOR MISSING HOMEWORK DEADLINES IN GRADES 6 TO 10

If a student fails to complete homework required for class preparation (i.e. homework which won't be used for summative assessment purposes), the teacher will record this in their markbook. Depending on the lesson, the student may be asked to complete the work in class. Repeated occurrences of not completing homework required for class preparation will result in a Quick Note.

If a student misses the deadline for a summatively assessed piece of homework without good reason, this will be recorded in the teacher's markbook and a new deadline should be agreed for submission of the work. If the student repeatedly fails to meet deadlines, a Quick Note should be written. When a summatively assessed piece of work is submitted late, it will be marked according to the usual assessment criteria with no penalty for the purposes of generating the student's academic achievement report card grade; however, the late submission of homework may negatively impact the student's report card effort grade.

TESTS IN GRADES 6 TO 10

A test is a graded assessment under timed exam conditions which lasts longer than 15 minutes. There is a maximum of two tests per subject per semester.

In Grade 6-8, there is a maximum of one test per day and three per week. In Grade 9-10, the maximum of two tests per day and three per week.

Students should be given at least seven days notice before a test, and all tests must be entered in the Test Calendar by the teacher. No homework should be set the week before a test unless it is directly related to helping students prepare.

HOMEWORK IN THE DP

In the DP there is no specific homework timetable. Students should schedule regular study and homework time outside of school.

No more than two hours of homework may be set per week, per subject.

The following disciplinary procedures for not completing homework are in place:

1. The first time a student does not complete homework, a verbal warning will be given to the student.
2. Repeated incidents of not completing homework will result in the DP Coordinator and parents being informed by email by the teacher. A meeting will be held between the student and teacher to find the best way moving forward.
3. If the situation remains unresolved, the DP Coordinator will be informed and a meeting will be set up with the student, the teacher and parents to discuss students' progress and performance. If necessary the Secondary Principal will be informed.

DP INTERNAL AND EXTERNAL ASSESSMENT POLICY

A calendar of the internal assessments deadlines is reviewed and published every year for all stakeholders to try to ensure balance and avoid overload.

It is vital that teachers and students adhere to this. This must be balanced with the setting of homework tasks.

Internal assessment work will be set, collected in and kept by teachers at the agreed time of the year/stage of the course.

Students should also ensure that final versions of all their work is saved somewhere safe ready to be uploaded.

If a student does not hand in completed internal assessment drafts by the agreed deadline the following steps should be taken:

1. The IBDP coordinator and parents should be informed by email.
2. A meeting should take place with the student, the teacher and the IBDP Coordinator to discuss the situation and next steps.
3. The student should remain behind in school on an agreed day until the piece of work is handed in.

ASSESSMENT

Assessment and reporting are integral parts of the teaching and learning process, designed to facilitate and monitor the progress of student learning.

B.I.S. distinguishes between two types of assessment. Formative assessments are used to help inform students of where they currently are and what they need to focus on. They are not used for the purposes of generating Report Card grades.

Summative assessments indicate the extent of a student's learning of a particular topic. Report Card grades are determined on the basis of these summative assessments.

STUDENTS ARE EXPECTED TO...

- Respect and encourage the right to teach and the right to learn at all times.
- Be actively engaged in learning; ask questions, work together and seek solutions.
- Be prepared and on time to fulfil daily commitments.
- Be appropriate; demonstrate behaviour that is considerate of your environment, your school community and yourself.
- Communicate honestly; tell the truth.
- Take responsibility for your choices and actions.

PARENTS ARE EXPECTED TO...

- Support school policies on behaviour and attendance.
- Monitor their child's homework diary to make sure that it is neat and orderly.
- Review and sign their child's homework diary once per week in an effort to monitor their child's homework & performance at B.I.S.

- Provide a quiet, comfortable place without distractions to revise and to complete homework.
- Initiate and encourage discussions with their child on local, world and/or family issues in a manner that engages your child and stimulates his/her thinking.
- Bring problems and concerns directly to the appropriate teacher for clarification and resolution.
- Provide a consistent sleep schedule. Young adolescents need a minimum of 8 hours to sleep.
- Provide a well-balanced diet which includes a healthy breakfast before school.
- Share and communicate any special circumstances or problems (to the teacher, counsellor, coordinator or Principal) that may have an effect on your child's behaviour, attitude and/or academic performance.
- Dedicate time and thought to the continual improvement of B.I.S.

If necessary, parents may consult a very reputable educational website called Kidshealth here to review tips on how to effectively support your child's education.

TEACHERS ARE EXPECTED TO:

- Engage students in the effective delivery of the Grade 6 to DP2 curriculum at B.I.S.
- Communicate criteria and expectations for each assessed task to students before students begin to work on the task.
- Mark and provide helpful feedback.
- Return a marked assessment task (or a collection of related tasks) with feedback within two weeks after the student has submitted the task or collection of tasks (under normal circumstances, barring illness, holidays, etc.).
- Keep accurate records on each student's performance.
- Consult B.I.S. student records if they require additional information to meet the learning needs of a particular student.
- Make every effort to ensure that students record homework in their homework diary.
- Use a student's homework diary as a tool to communicate with parents about their child's performance.
- Break down complex assessment tasks into steps and/or checkpoints and provide students with feedback as they complete a step and/or checkpoint.

IGCSE AND IBDP MOCK EXAMS

In early January, Grade 10 students will take an IGCSE Mock Exam for each subject and in mid - February, Grade 12 (DP2) students will take an IBDP Mock Exam for each subject. The major aim of administering mock exams is to prepare students to take the actual exam at the end of the school year. The results that students earn on the mock exams will provide students, teachers and parents with valuable information about each student's strengths and weaknesses for each subject. This information will enable students and teachers to work together effectively to prepare for the actual exam at the end of the school year. Mock exams also afford students the opportunity to practice completing actual 'past papers' under proper exam conditions.

EXTERNAL ASSESSMENT

During the months of May and June, Grade 10 students will take scheduled external exams in a range of subjects prescribed by the IGCSE to complete the requirements of a two-year course of study.

Berufsbildungsreife (BBR) in Grade 9 and the Mittlerer Schulabschluss (MSA) in Grade 10 are also required. These tests are relevant to all students who have been in Germany for more than two years.

During May, students in DP2 will take scheduled external exams in selected subjects prescribed by the IBDP to complete the requirements of their two-year course of study.

GRADING SCALE

Teachers use the following grading scale to assess and report student performance.

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

B.I.S. HONOUR ROLL

The aim of the B.I.S. Honour Roll is to formally recognise a student's high level of academic achievement. A student whose Grade Point Average (GPA) is between 1.80 and 2.19 is entered on the Honour Roll. A student whose GPA is lower than 1.79 is entered on the High Honour Roll.

REPORTING

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.

Below are the reporting timetable and the methods that B.I.S. uses to report on student performance..

REPORTING TIMETABLE 2020|2021

Friday, 13th November

Tuesday 17th and Wednesday 18th November

Friday, 12th February

Wednesday 17th March

Wednesday 30th June

Mid-Term Reports

Parent Conference Days

Report Cards (end of first semester)

Parent Conference Day

Report Cards (end of second semester)

BACK TO SCHOOL EVENINGS

During these evenings, parents/guardians will have an opportunity to meet with each of their child's teachers and learn about subject-specific expectations. Since these events take place within the first four weeks of the start of school, teachers will not be expected to have individual grades for students to distribute or to go into specifics about academic standing at this time.

LEARNING RECOMMENDATIONS

Students in danger of receiving an academic grade of 5 or 6 on their semester report will receive a Learning Recommendation to provide the student and parents with guidance on how to improve performance. In some cases, a Quick Note may also be sent home by teachers to inform you of commendations or concerns regarding your child.

REPORT CARDS

At the end of each of the two semesters, students receive comprehensive Report Cards providing information about academic achievement and effort in each subject. Students will receive an academic achievement grade using the 1-6 grading scale described above, and also receive an effort grade on a 1-6 scale. Each subject teacher provides comments which further explain a student's progress.

PARENT|TEACHER CONFERENCE

Parent Teacher Conferences take place twice a year. Parents can meet with some or all of their child's teachers to discuss academic progress. If more time is needed, another appointment can be set up directly with the teacher concerned.



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 COUNSELLORS: Provide individual and group counseling to assist students in interpersonal skills, social/emotional issues and transition difficulties.

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.

Ms Biljana Torbakova | SECONDARY VICE PRINCIPAL RESPONSIBLE FOR MIDDLE YEARS:

biljana.torbakova@berlin-international-school.de

Mr Adam Cooksley | LEARNING SUPPORT TEACHER: adam.cooksley@berlin-international-school.de

Ms Hayley Larsen – HEAD OF EAL: hayley.larsen@berlin-international-school.de

Ms Dorothee Kaitila | SECONDARY COUNSELLOR: dorothee.kaitila@berlin-international-school.de

Ms Rosalind Litchfield - SECONDARY COUNSELLOR: rosalind.litchfield@berlin-international-school.de

SECONDARY DISCIPLINE

B.I.S. is proud of the positive behaviour that has been displayed by students over the years. The following section in no way should indicate that misbehaviour is an ordinary occurrence. However, in fairness to students and parents who are arriving from many different schools throughout the world, we believe that we must clearly state behavioural expectations and discipline procedures.

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 co-operatively 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.

SECONDARY DISCIPLINE PROCEDURES

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.

1. 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.

2. B.I.S. Secondary students may be subject to school rules and disciplinary responses while away from school. Should behaviour be considered detrimental to the welfare of the school, especially during field trips and sporting excursions, students may be held accountable. 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.

DISCIPLINARY MEASURES ARE AS FOLLOWS

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 & 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. Such a step will also be included on the student's record, and a transition plan required for reentry.

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 10 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, school guidelines or 'Hausordnung') • Chewing gum • Usage of mobile phones	Warning by teacher, agreement teacher/student Mobile devices: hand in to principal	Teacher/teacher on duty Lateness: Principal or teacher	Erziehungsmaßnahmen - Schulgesetz §62
1b	Repetition or severe case of 1	QuickNote - Detention (Reflection time) on Thursday afternoon	Teacher/teacher on duty Repeated lateness: Principal	Erziehungsmaßnahmen - 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	Teacher/Teacher on duty Involvement of coordinator; referral to counsellor	Erziehungsmaßnahmen - Schulgesetz §62

ORDNUNGSMASSNAHMEN (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 homeroom/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	Ordnungsmaßnahme - (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 homeroom/course • Referral to outside agencies, if appropriate	Staff conference, chaired by Principal • Principal/counsellor/coordinator	
6	Repetition 3	Transfer to another school • Referral to outside agencies, if appropriate	Principal/ counsellor/ Director • Cancellation of School contract	

OTHER 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.

BULLYING | By this we mean social aggression, where unsolicited or unexplainable aggression, rather than a specific conflict, causes a student to feel demeaned or excluded. Bullying is a repeated circumstance, rather than an isolated incident.

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.

Please see our B.I.S. Guide to Social Media [here](#).

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 homeroom teacher/tutor, the counsellor, a coordinator, and the Secondary Principal. In most cases, it is best to begin with the homeroom 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 and so on, may be worn only for religious reasons. Baseball caps and other headgear 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).

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.

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 10 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 unauthorised broadcasting of such material over the internet (e.g. via YouTube) is strictly prohibited.

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.

SECONDARY LIBRARY

CONTACT: Phone: 030-820077-765 • E-mail: library@berlin-international-school.de

Due to COVID-19, grade levels may not mix, and Library spaces are being used as teaching areas. The Librarian is working with teachers to identify ways resources can be accessed by students. .



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 | COMPUTERBENUTZER VEREINBARUNG

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 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 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 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.

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

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.

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

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

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.

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.

Den Schüler/innen 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.

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.

Die persönlichen Kennwörter der 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 Schüler selbst geändert werden. Nach Aufforderung durch die Schulleitung bzw. Ihren Beauftragten und nach wissentlichem bekannt werden eines Kennwortes muss dieses unverzüglich geändert werden.

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.

Hat 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.

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

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

Private E-Mails sind von 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.

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

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.

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.

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

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

This may include, for example:

Dies kann beispielsweise folgendes beinhalten:

- blocking of certain B.I.S. IT services,
Sperrung bestimmter Dienste der Internetnutzung
- reduction of certain IT Network connections,
Reduzierung der Internet-Verbindungsgeschwindigkeit

- limiting bulk data transfer and/or storage space.

Beschränkung des Massendatentransfers oder des Speicherplatzes.

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.

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

PRINCIPLES OF CONDUCT | VERHALTENSGRUNDSÄTZE

1. 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: *Die 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.*

This is especially true with regards to:

Dies gilt vor allem für:

- retrieval and distribution of content that violates personal rights, copyright or criminal law;

Das Abrufen oder Verbreiten von Inhalten, die gegen persönlichkeitsrechtliche, urheberrechtliche oder strafrechtliche Bestimmungen verstoßen.

- provision or dissemination of libelous, defamatory, anti-constitutional, racist, sexist, homophobic, violent or pornographic content or images.

Das Abrufen oder Verbreiten von beleidigenden, verleumderischen, verfassungsfeindlichen, rassistischen, sexistischen, gewaltverherrlichenden oder pornografischen Äußerungen oder Abbildungen,

- 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;

Die Nutzung des Internets zur Erledigung privater Rechtsgeschäfte, insbesondere die Nutzung von Zahlungsfunktionen (Internetversandhandel, PayPal, eBay o.ä.)

- the use of unauthorised online gaming platforms without educational purpose.

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 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.¹

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.

¹ 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 Schüler portable Versionen bspw. pädagogisch einsetzen, so ist dies mit durch die IT-Abteilung genehmigen zu lassen.



INFORMATION & TRAINING OF STUDENTS | INFORMATION UND SCHULUNG DER 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 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.

Jeder Schüler, 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 Virenschanner 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.

4. Traffic data will be collected with reference to:

Die Verkehrsdaten für den Internetzugang werden protokolliert mit Angaben zu:

- date/time
Datum/Uhrzeit
- addresses of the sender and recipient (e.g., IP addresses)
Adressen des Absenders und Empfängers (z.B. IP-Adressen)
- user identification (for example, when using a proxy server)
Benutzeridentifikation (z.B. bei der Verwendung eines Proxy-Servers)
- accessed web pages and
aufgerufenen Webseiten und
- transferred data volume.
übertragener Datenmenge.

5. The logs referred to in paragraph 4 shall be used exclusively used for the purposes of:

Die Protokolle nach Absatz 4 werden ausschließlich zu Zwecken der:

- analysis and correction of technical errors
Analyse und Korrektur technischer Fehler
- ensuring system security
Gewährleistung der Systemsicherheit
- optimization of the network
Optimierung des Netzes
- determination of the total use volume
Statistischen Feststellung des Gesamtnutzungsvolumens
- random checks pursuant to paragraph 6 and
Stichprobenkontrollen gemäß Absatz 6 und
- measures according to point 8 of this agreement
Maßnahmen gemäß Punkt 8 dieser Vereinbarung

6. 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).

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.

7. The log files will be automatically deleted after 30 days.

Die Protokolldaten werden nach 30 Tagen automatisch gelöscht.

MEASURES FOR VIOLATIONS/ABUSE | MASSNAHMEN BEI VERSTÖSSEN/MISSBRAUCHSREGELUNG

1. 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.

Bei Verdacht auf missbräuchliche oder unerlaubte Nutzung der bereitgestellten B.I.S. IT-Dienste werden Untersuchungen angestrebt, die, abhängig vom Ergebnis, zu disziplinarischen Maßnahmen, führen können.

2. 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).

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).

VALIDITY OF THE AGREEMENT | INKRAFTTRETEN

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

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.

B.I.S. GUIDE TO SOCIAL MEDIA

This guide outlines how B.I.S. deals with issues of cyber bullying and gives advice to students, teachers and parents on how to react to cases of cyber abuse. The guide is the result of a process involving the PTA, students, teachers and the school leadership team.

The document can be found [here](#).

OVERVIEW OF THE SECONDARY CURRICULUM AND EXAMINATIONS FROM GRADES 6 TO DP2 THE FOLLOWING POLICIES ARE IN EFFECT:

HOMEROOM/PASTORAL CARE

Each student is placed in a Homeroom under the care of a specific teacher. The Homeroom teacher's responsibility is to develop and build a relationship with their students so that each student feels a sense of belonging.

The Homeroom teacher is the first point of contact for parents to inquire about the progress of their child, and the first point of information distribution for students.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The English as an Additional Language programme is designed to meet the academic English language needs of those students who enter the school with an insufficient understanding of the English language.

The aim of the programme is to help students acquire the academic English language skills necessary to be successful in mainstream courses. Through an English language skills assessment and past academic reports, the EAL Department will identify the level of English language support a student requires.

Students who require language support will take an English Additional Language course which will focus on developing specific skills such as text comprehension and critical reading, literature appreciation, grammar and usage, sentence and paragraph composition, vocabulary development, oral fluency and focused listening.

Depending upon their level of academic English, students may receive additional EAL support to complete tasks for their mainstream classes as well

GERMAN AS AN ADDITIONAL LANGUAGE (GAL)

The German as an Additional Language programme is designed to meet the German language needs of German non-native students who enter the school with a variety of competencies.

GAL courses focus on vocabulary development, oral fluency and focused listening, in addition to developing specific skills such as text comprehension, literature appreciation, grammar and usage, sentence and paragraph composition.

MIDDLE YEARS | GRADES 6 TO 8

The outline below provides key information about our Grade 6-10 programme. For a more detailed overview, please see the Middle Years Curriculum Guide.

B.I.S. INTERNATIONAL CURRICULUM GRADES 6-8

The broad aim of the Grade 6 to 8 Curriculum and the mission of the Berlin International School are one and the same: student focused and learning centered – a curriculum that is both local and global. To achieve this aim, we offer our students a broad and balanced curriculum with a strong academic foundation that promotes intercultural awareness and supports and nurtures the physical, social and emotional development of adolescent children.

As Berlin International School is recognized by the Berlin Department of Education the curriculum also reflects the official state framework.

TRIPS PROGRAMME

Students will have an opportunity to go on a week long trip. The focus of Middle Years trips is team building and problem solving through physical and intellectual challenge.

The aims of this programme are twofold: to live, learn and travel cooperatively and to extend and apply the school curriculum in an authentic and stimulating environment.

BBR/MSA/IGCSE GRADES 9-10

The International General Certificate of Secondary Education, administered by the University of Cambridge Local Examinations Syndicate, England, is an international curriculum which is designed to encourage high academic standards through a practical approach to teaching and learning.

The aims of the IGCSE at B.I.S. are:

- to support modern curriculum development
- to promote international understanding
- to encourage good teaching practice
- to set widely recognized standards
- to prepare students for success in the International Baccalaureate Diploma Programme (Grades 11-12)

IGCSE two-year course syllabuses are based on modern educational practices.

They are learner-centred in approach and cater to a wide range of abilities.

They focus on the development of skills rather than simply mastering content.

At the end of a two-year programme in Grade 10, students sit for an external examination and certification.

Other examinations taken by B.I.S. students in Grade 9 & 10 include:

The **BBR** is an exam in Mathematics and German taken at the end of Grade 9.

The **MSA** entails exams in Mathematics, German, and English – including a formal presentation.

Taken at the end of Grade 10.

These examinations are required in the State of Berlin. Students are prepared for these exams in their regular lessons.



SUBJECT	GRADE 6 MIDDLE YEARS TRANSITION YEAR	GRADE 7 MIDDLE YEARS	GRADE 8 MIDDLE YEARS
GROUP I: A LANGUAGE			
GAL Periods: 5 (+2 for GAL 1+2) German Periods: 4	GAL (German as Additional Language) German (+1 period ICT in German)	GAL German (+1 period ICT in German)	GAL German (+1 period ICT in German)
English/EAL Periods: 5	English/EAL English/EAL		English/EAL
GROUP II: B LANGUAGE			
MFL Periods: 3 Periods: 4 in Grade 6	French or Spanish year 1	French or Spanish year 2	French or Spanish year 3
GROUP III: INDIVIDUALS & SOCIETIES			
History Periods: 2	History 2 periods (in English)	History 2 periods on three language levels	History 2 periods on three language levels
Geography Periods: 2	Geography 2 periods (in English)	Geography 2 periods (in English)	Geography 2 periods (in English)
Social Studies Option Periods: 3	–	–	–
Ethik Periods: 2	–	Ethik 2 periods two language levels	Ethik 2 period two language levels
GROUP IV: SCIENCE			
Science Periods: 5 in Grade 6-8 Periods: 6 in Grade 9/10	Science (in English)	Science (in English)	Biology • Chemistry • Physics (taught in a rota in English)
GROUP V: MATHEMATICS			
Mathematics Periods: 5 in Grade 6-8 Periods: 6 in Grade 9/10	Math in English	Math – Integrated Language Approach	Math – Integrated Language Approach
GROUP VI: THE ARTS			
Arts & ICT Music & Art Periods: 2 ICT • Periods: 1 in Grade 6-8 Periods/Subject: 1 in Grade 9-10	Music (in English) Art (in English) ICT (in English)	Music (in English) Art (in German) ICT (in English)	Music (in English) Art (in German) ICT (in English)

GRADE 9 IGCSE	GRADE 10 IGCSE	IGCSE/MSA/BBR
GAL German	GAL German	IGCSE Foreign Language Exam MSA Exam
IGCSE English Language IGCSE English Language & Literature	IGCSE English Language IGCSE English Language & Literature	IGCSE First Language English exam IGCSE English as a Second Language exam MSA Exam
Spanish year 4 French year 4 (part of Option choice)	Spanish year 5 French year 5 (part of Option choice)	IGCSE French/ Spanish Exam
History 2 periods for one semester/ three language levels World War I Trip to Belgium (bilingual/interdisciplinary)	History 2 periods for one semester/ three language levels (start 2017/18)	n/a
Geography 2 periods for one semester/ three language levels	Geography 2 periods for one semester/ three language levels (start 2017/18)	n/a
History or Geography (in English)	History or Geography (in English)	IGCSE History or Geography
Ethik 2 periods two language levels	Ethik 2 periods two language levels (start 2017/18)	n/a
All three sciences are taught: Biology • Chemistry • Physics (in English) in a Coordinated Sci- ence course.	All three sciences are taught: Biology • Chemistry • Physics (in English) in a Coordinated Science course.	IGCSE Biology (and/or) Chemistry (and/or) Physics (core/extended)
Math Core Math Extended (Integrated Language Approach)	Math Core Math Extended (Integrated Language Approach)	IGCSE Exam Core IGCSE Exam Extended MSA Exam
Art/Music/Drama/ICT (taught in a rota) 1 Week Arts project	Art/Music/Drama/ICT (taught in a rota)	



SUBJECT	GRADE 6 MIDDLE YEARS TRANSITION YEAR	GRADE 7 MIDDLE YEARS	GRADE 8 MIDDLE YEARS
ELECTIVE Periods: 3 (Periods: 2 electives can be chosen)			
Business	–	–	–
ITC	–	–	–
Music	–	–	–
Art	–	–	–
Drama	–	–	–
A second humanity or third science	–	–	–
PE			
	PE Periods: 3 (in German)	PE Periods: 3 (in German)	PE Periods: 3 (in German)
SUPPORT			
German Language Support		Language Support during Ethik classes for GAL 1+2 students	Language Support during Ethik classes for GAL 1+2 students
English Language Support/ Learning Support	EAL & Learning support during MFL lessons – requires drop out of MFL classes	EAL & Learning support during MFL lessons – requires drop out of MFL classes	EAL & Learning support during MFL lessons – requires drop out of MFL classes
HOMEROOM			
English Language Support/ Learning Support	Homeroom – 2 periods	Homeroom – 1 period	Homeroom - 1 period
KEY			
GAL: German as Additional Language			
EAL: English as Additional Language			
ICT: Information and Computer Technology			
IGCSE: International General Certificate of Secondary Education			
MFL: Modern Foreign Languages			
MSA: Mittlerer Schulabschluss			
PE: Physical Education			

GRADE 9 MIDDLE YEARS IGCSE	GRADE 10 MIDDLE YEARS IGCSE	IGCSE/MSA/BBR
Business Periods: 3 (in English)	Business Periods: 3 (in English)	
ITC Periods: 3 (in English)	ITC Periods: 3 (in English)	IGCSE ITC
Music Periods: 3 (in English)	Music Periods: 3 (in English)	IGCSE Music
Art Periods: 3 (in English)	Art Periods: 3 (in English)	IGCSE Art
Drama Periods: 3 (in English)	Drama Periods: 3 (in English)	
A second humanity or third science Periods: 3 (in English)	A second humanity or third science Periods: 3 (in English) (start 2017/18)	IGCSE
PE Periods: 3 (in German)	PE Periods: 3 (in German)	
Language Support during Ethic classes for GAL 1+2 students	Language Support during Ethic classes for GAL 1+2 students (start 2017/18)	n/a
–	Modified time table to support exam preparation	n/a



THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (IBDP)

The International Baccalaureate's Diploma Programme, created in 1968, is a highly demanding pre-university course of study that leads to examinations; it is designed for highly motivated students ages 16 to 19. The programme has earned a reputation for rigorous assessment, giving IB Diploma holders access to the world's leading universities. The IB has shown, over the course of its existence, that it prepares students well for university work.

The Diploma Programme's grading system is criterion referenced: each student's performance is measured against well defined levels of achievement consistent from one examination to the next. Grades reflect attainment of knowledge and skills relative to set standards that are applied equally to all schools. Top grades are not, for example, awarded to a certain percentage of students. Validity, reliability and fairness are the watchwords of the IB's international assessment strategy.

The programme is a comprehensive two-year international curriculum that generally allows students to fulfil the requirements of their national or state educational systems. The Diploma Programme incorporates the best elements of national systems without being based on any one system. Highly mobile students are able to transfer from one IB school to another while students who remain closer to home benefit from a highly respected international curriculum.

Today there are equal numbers of students from international schools and state or national systems. The idealistic vision of the initial developers – that students should share an academic experience that would emphasise critical thinking, intercultural understanding and exposure to a variety of points of view – has remained unchanged. The IB's goal is to provide students with the values and opportunities that will enable them to develop sound judgment make wise choices, and respect others in the global community. The Diploma Programme equips students with the skills and attitudes necessary for success in higher education and employment.

International Baccalaureate Diploma candidates are required to select one subject from each of six groups (later they make a decision which three subjects will be taken at Higher Level and which three at Standard Level). This is a deliberate compromise between the early specialization preferred in some national systems and the breadth found in others.

SUBJECTS OFFERED IN THE PAST

GROUP 1 First Language • World Literature: English A1 | German A1 | Privately Tutored Languages such as Korean A1 & self-taught Language A1

GROUP 2 Second Modern Language: English B | German B | French B | Spanish B | German ab initio (beginners)

GROUP 3 Individuals and Societies: Economics | Geography | History | Business & Management | Psychology (on line)

GROUP 4 Experimental Sciences: Biology | Chemistry | Physics | Environmental Systems & Societies (ESS)

GROUP 5 Mathematics: Higher Level Mathematics | Mathematics Standard Level | Mathematical Studies

GROUP 6 The Arts & Electives: Visual Art | Music | Film or a second subject from groups 1 to 4.

Each subject is taught for 5 lessons per week. A Higher Level (HL) course represents a minimum of 240 teaching hours; Standard Level (SL) courses cover 150 hours. Students are thus able to explore some subjects in depth and others more broadly. The science-oriented student is challenged to learn a foreign language and the natural linguist becomes familiar with laboratory procedures.

AUTHORIZATION AND ELIGIBILITY

Only schools authorized by the International Baccalaureate are eligible to teach the curriculum and to register candidates for examination. IB Diploma candidates must be students in good standing at an authorized member school.

UNIVERSITY RECOGNITION

IBDP graduates gain admission to selective colleges and universities throughout the world. Students with strong IB examination results may also receive advanced standing or course credit, depending upon the policy of the institution they are attending. In addition, formal agreements exist between the IB and many ministries of education.

German nationals who wish to attend German state universities must ensure that they meet the requirements of the agreement with the Kultusministerkonferenz in order to gain equivalency with the German Abitur and therefore the right to study in Germany (see B.I.S. Diploma Programme Handbook for more information).

AWARD OF THE DIPLOMA

Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum).

The award of the Diploma requires students to meet defined standards and conditions including a minimum of 24 points and to satisfy completion of the Extended Essay, Theory of Knowledge (ToK) and CAS activities. The maximum score of 45 points includes three points for the combination of the Extended Essay and work in ToK. Those who fail to satisfy all

requirements or who elect to take fewer than six subjects are awarded a certificate for examinations completed. A High School Diploma is also awarded for students achieving a total of at least 20 points in 5 subjects. Each year approximately 80% of candidates attempting the Diploma worldwide succeed in earning it.

TRAFFIC GUIDELINES FOR PARENTS AND DRIVERS

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

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

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

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

- **YOU SHOULD NOT STOP YOUR CAR TO DROP OFF YOUR CHILD NEXT TO A PARKED CAR, OR ON THE CROSS-WALK. 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 fieldtrips, 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.

SAFETY AND EMERGENCY REGULATIONS

DRILLS: Special drills are planned by the B.I.S. Secondary to train everyone in procedures to be followed in particular types of emergency. Emergency protocols are clearly posted in all classrooms and public areas. Teachers are familiar with basic emergency procedures and exit routes and model the required response and behaviour 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 teachers until the »situation« is safe to travel home or a parent collects the child. The school will endeavour to contact all parents/guardians by phone 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 parents/guardians. 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.



IMPORTANT CONTACT INFORMATION

SECONDARY SECRETARY

Ms Regina Wismayer
secondary@berlin-international-school.de
Phone: +49 (0)30 82 00 77 770
Fax: +49 (0)30 82 00 77 779



ADMISSIONS OFFICER (admissions, departures, contracts)

Ms Ute Harris
Phone: +49 (0)30 82 00 77 780
admissions@berlin-international-school.de



RECEPTIONIST (lateness, absences, emergencies)

Mr Peter Befort
The Receptionists office is directly in front of the main entrance gate.
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
Fax +49 (0)30 82 00 77 99



WELFARE OFFICERS

(first aid, medication, allergies, contagious illness)
Ms Ramona Müller
Phone: +49 (0)30 82 00 77 784
ramona.mueller@berlin-international-school.de



ADMINISTRATION ASSISTANT

Ms Manuela Maiwald
Phone: +49 (0)30 82 00 77 784
manuela.maiwald@berlin-international-school.de



ATHLETIC DIRECTOR (sporting events, sportswear, sports teams)

Mr Frank Jordan
frank.jordan@berlin-international-school.de



SECONDARY VICE PRINCIPAL RESPONSIBLE FOR MIDDLE YEARS

Ms Biljana Torbakova
biljana.torbakova@berlin-international-school.de



MIDDLE YEARS PASTORAL COORDINATOR
 Mr Jonathan Ruffer
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IGCSE EXAMS COORDINATOR
 Ms Vanessa Khalil
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BBR & MSA EXAMS COORDINATOR
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IBDP COORDINATOR
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Berlin International School

Private Kant-Schulen Berlin

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

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