



# ISM Parent/Student Handbook

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## ISM Vision & Mission

### Vision

Inspiring future-focused learners

### Mission Statement

ISM constantly innovates to meet the needs of our individual learners in an ever-changing world.  
ISM empowers learners with agency and encourages inquiry.  
ISM inspires learners to follow their passion.

At ISM, we are all learners.

### ISM Beliefs and Values

#### IB Learner Profile

ISM is committed to implementing the IB Learner Profile throughout the school as a means of achieving its mission.

As IB learners we strive to be:

- INQUIRERS:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- KNOWLEDGEABLE:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- THINKERS:** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- COMMUNICATORS:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- PRINCIPLED:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- OPEN-MINDED:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- CARING:** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

- RISK-TAKERS:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- BALANCED:** We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- REFLECTIVE:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.<sup>1</sup>

### **Common Understanding of Learning and Learners**

At ISM, we understand that learning is a lifelong, ongoing process.

Learners develop understanding by acquiring knowledge and skills, constructing meaning and making connections through inquiry, action and reflection.

### **Principles of Learning**

**Authenticity:** When learning is authentic, then learners are able to make real-life connections, understand the ‘why’ and explain the relevance of what they are learning.

**Inclusivity:** When learning is inclusive, then learners are able to learn regardless of language level, academic strengths, and educational needs. Students feel safe and free to express their thoughts and beliefs.

**Creativity:** When learning is creative, then the learning environment supports learners taking risks and leaves room for mistakes and growth. Creative learning considers multiple perspectives and promotes the generation of new ideas and innovative solutions.

**Challenge:** When learning is challenging, then each learner is pushed to discover new abilities and exceed their perceived limits.

**Independence and Interaction:** When learning is independent and interactive, then learners know how and when to work by themselves, with others and know when to ask for assistance.

**Reflection:** When learning is reflective, learners take ownership of their choices and personal growth. They reflect on their own actions and the actions of others in order to improve.

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<sup>1</sup> Adapted from *Learner Profile Poster* (International Baccalaureate Organization, 2013)

## General School Information

### ISM Address & Contact Information

International School Mainfranken e.V.

Kalifornienstraße. 1

97424 Schweinfurt

Germany

**Telephone:** +49 (0)9721 5386180

**Email:** [info@the-ism.de](mailto:info@the-ism.de)

**Website:** [www.the-ism.de](http://www.the-ism.de)

### ISM Key Contacts

**Head of School:** Michael Gündert ([m.guendert@the-ism.de](mailto:m.guendert@the-ism.de))

**Deputy Head of School:** Joe Caruso ([j.caruso@the-ism.de](mailto:j.caruso@the-ism.de))

**Administration Coordinator:** Gina Engelbrecht ([g.engelbrecht@the-ism.de](mailto:g.engelbrecht@the-ism.de))

**Learning Resources Coordinator:** Gavin Fearnley ([g.fearnley@the-ism.de](mailto:g.fearnley@the-ism.de))

**IB PYP Coordinator:** Niko Lewman ([n.lewman@the-ism.de](mailto:n.lewman@the-ism.de))

**Middle Years Coordinator:** Katie Gellatly ([k.gellatly@the-ism.de](mailto:k.gellatly@the-ism.de))

**IB DP Coordinator:** Matt Sullivan ([m.sullivan@the-ism.de](mailto:m.sullivan@the-ism.de))

**Counselling/Learning Support Specialist:** Georgeta Drafta ([g.drafta@the-ism.de](mailto:g.drafta@the-ism.de))

### ISM Calendar

The International School Mainfranken publishes and distributes a calendar for all families. This calendar includes information about school holidays, special events, and much more. It can be found on the ISM webpage at:

[www.the-ism.de](http://www.the-ism.de) .

### ISM Weekly Message

The ISM weekly message is published on the school management system Managebac at the beginning of each week during the academic year. The elementary school teachers also publish information regularly via the Seesaw app, details for which will be provided at the start of the school year.

If the school does not have an up-to-date email address, please contact the office on +49 (0)9721 5386180 and update your information on Managebac.

## **Print/Email/Telephone Communication**

For particular events or when there is a need to communicate quickly with a group of families, we will contact you via email or send a printed note home with your student. This may be a request for permission to attend a particular event or simply to pass on important information. All printed documents will also be sent via email/on ManageBac to ensure that they will be received.

In cases of emergency, such as unexcused absence or when we need to discuss time sensitive issues, we may also contact you via telephone.

## **Lines of Communication**

If you have a question, the first point of communication should always be your student's homeroom teacher. They will then be able to provide information or organise meetings on your behalf as needed.

## **ISM Daily Routine**

### **Before school**

School opens at 8:00 am. Students will not be allowed into the building before this time. Primary students stay in the cafeteria until 8:12 am when they will line up to go to class. Secondary students should make their way to their homeroom class when they walk in.

### **Attendance**

Attendance is taken at 8:15 am each morning during Homeroom. Students arriving after 8:15 am will be registered as late and are required to sign in at the office.

### **Break times**

Students have one 25 minute morning break and one 25 minute afternoon break during the school day. During this time students are dismissed outside where they can enjoy a healthy snack.

### **Lunch Time**

Primary Students will go to the lunch hall to eat their lunch from 11:35 am until 12:05 pm and are then dismissed for outdoor recess activities. Secondary students will be dismissed outside for outdoor recess activities from 11:35 am until 12:05 pm and will then go to the lunch hall to eat their lunch.

### **End of School**

School dismisses at 3:45 pm Monday-Thursday. On Friday, school dismisses at 1:55 pm.

On the last school day prior to a school break, school will dismiss for all students at 11:35 am.

In the afternoon, the school doors open at 3:30 pm. (and 1:45 pm on Fridays). Parents are kindly requested to wait outside until the doors open.

## Daily Student Schedule

|                       |                                                                         |
|-----------------------|-------------------------------------------------------------------------|
| 8:15 – 8:30           | Homeroom                                                                |
| 8:30 - 9:10           | Period 1                                                                |
| 9:10 - 9:50           | Period 2                                                                |
| <b>9:50 - 10:15:</b>  | <b>Break</b>                                                            |
| 10:15 - 10:55         | Period 3                                                                |
| 10:55 - 11:35         | Period 4                                                                |
| <b>11:35 - 12:35:</b> | <b>Lunch-break</b>                                                      |
| 12:35 - 1:15          | Period 5                                                                |
| 1:15 - 1:55           | Period 6 (inc. Genius Hour/Extracurricular Activities Program/Homeroom) |
| <b>1:55 - 2:20:</b>   | <b>Break (Mon.-Thurs.)</b>                                              |
| 2:20 - 3:00           | Period 7 (Mon.-Thurs.)                                                  |
| 3:00 - 3:40           | Period 8 (Mon.-Thurs.)                                                  |
| 3:40 – 3:45           | Departure (Mon.-Thurs.)                                                 |

**Please note that on Fridays, school dismisses for all students at 1.55 pm.**

## Supplies

Classroom supplies for all students in Primary School will be purchased by the school and parents will be billed at the start of the school year. This includes all stationary and paper. Any supplies needed for at home projects will not be supplied by the school.

In Secondary School students will be provided with a list of supplies for each subject that they will need to purchase. Teachers may request other class specific materials throughout the year.

## Absences

In case of student illness, parents are asked to call or email the ISM Office ([info@the-ism.de](mailto:info@the-ism.de)). In case your student rides the bus, you must also inform the bus company early in the morning.

For a prolonged absence of more than three school days, a medical certificate is required. The ISM has the right to request a medical certificate from the first day of illness. Should the ISM not have been notified of a student's absence, the school will follow up with parents by phone. In this context, we would like to kindly ask you to make sure the school has up to date and accurate contact telephone numbers. Students should be symptom and fever free for 12 hours before returning to school.

If students are likely to be absent from school for a longer period of time, parents should inform the school in writing (emails accepted). Student vacations should be limited to the ISM vacation schedule. Students who are



taken out of school for an extended holiday will receive an unexcused absence. Parents should be aware that taking students out during non-scheduled ISM holidays is illegal under German law, and the school has the right to inform the local authorities.

Permission to miss a day of school in case of family events, sport competitions, religious holidays, etc. can only be granted by the Head of School and will only be considered when a written request (emails accepted) is received from a parent or guardian. This written request should be submitted at least 7 days in advance. Students who obtain permission to leave school early should, as a matter of courtesy, inform the subject teachers whose lessons they will miss, as it is the responsibility of the student to collect and complete any work which is assigned in their absence. A parent or guardian must sign a student out at the office before leaving.

As much as possible we also kindly ask parents to schedule doctor's appointments outside of school hours. If this is not possible and you need to schedule appointments during class time, please inform the front office and homeroom teacher prior to pick-up.

All applicable German regulations regarding attendance legally apply to students as of Grade 1.

## Primary School: Grades 1-5

### The Primary School Homeroom Program

Homeroom teachers provide pastoral care, guidance and direction instruction for the students in their homeroom class. They are the first point of contact for parents and teachers who require assistance, guidance or information about a student in their homeroom grade level.

All students start their school day in their homeroom class at 8:15am. The 15 minute homeroom period at the start of the day from Monday to Friday provides a range of opportunities for our students.

There are a range of overarching goals for this time that apply throughout the whole school:

1. Prepare students for the day/week, take attendance, deliver notices and other business, help students to organise themselves and their learning.
2. Continuation of the non-curricular programmes of instruction that are held throughout the week, including Genius Hour, Digital Citizenship.
3. Reflect on the day/week and integrate a regular process of portfolio building and reflection throughout the year.
4. Social/Community development thereby helping students to develop their own identity, break barriers and address issues and concerns.
5. Support the in-class development of the ATL's (Approaches to Learning).

### **Afternoon Homeroom Sessions: Primary school**

Primary students in Grades 1 through 5 are with their Homeroom teacher for most of the day, however included in the schedule are two sessions that are to be devoted to Genius Hour/Personal Inquiry. These sessions take place on Monday and Wednesday and have been included to give students an opportunity to have agency over their learning. During these sessions, students will follow the Genius Hour Programme associated with their grade level. Content and Conceptual understandings for the personal inquiries can also be derived from our year long Who We Are unit.

### **Digital Citizenship: Primary School**

The ISM Digital Citizenship Program is built as part of our transdisciplinary units, library skills, and ATL skills. Primary school teachers will use [Be Internet Awesome](#) in collaboration with ISTE standards and Common Sense Education program.

### **Counselling**

Students are encouraged to talk to their homeroom or subject teachers when seeking advice and assistance in daily matters. The school also has a counselling/learning support specialist available via appointment to provide confidential, individual support when necessary.

## **Assemblies**

Approximately once per month, the Primary School has an assembly. The emphasis is on sharing ideas and promoting PYP identity and spirit. Each month we highlight an IB learner attribute to discuss and showcase. Parents are welcome to join us for any of these assemblies.

## **The ISM Curriculum**

The ISM bases its primary curriculum on the IB Primary Years Programme (PYP) Scope and Sequences and the Bavarian Curriculum. The PYP Framework informs teaching, planning and assessment throughout the entire program. When possible, most subjects are taught cross-curricular through the Primary Years Programme. The PYP is an international curriculum framework designed for all students between the ages of 3 and 11 years. The program focuses on the total growth of the developing student, affecting hearts as well as minds and addressing social, physical, emotional, and cultural needs in addition to academic welfare. The PYP combines the best research and practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant and engaging educational program. The PYP offers a comprehensive, inquiry-based approach to teaching and learning. It provides an internationally designed model for concurrency in learning and incorporates guidelines on student learning styles, teaching methodologies, and assessment strategies.

## Secondary School: Grades 6-12

### The Secondary School Homeroom Program

Homeroom teachers provide pastoral care, guidance and direction instruction for the students in their homeroom class. They are the first point of contact for parents and teachers who require assistance, guidance or information about a student in their homeroom grade level.

All students start their school day in their homeroom class at 8:15am. The 15 minute homeroom period at the start of the day from Monday to Friday provides a range of opportunities for our students.

There are a range of overarching goals for this time that apply throughout the whole school:

1. Prepare students for the day/week, take attendance, deliver notices and other business, help students to organise themselves and their learning.
2. Continuation of the non-curricular programmes of instruction that are held throughout the week, including Genius Hour, Digital Citizenship, Homeroom Extension and CAS (Middle School and Diploma Programme).
3. Reflect on the day/week and integrate a regular process of portfolio building and reflection throughout the year.
4. Social/Community development thereby helping students to develop their own identity, break barriers and address issues and concerns.
5. Support the in-class development of the ATL's (Approaches to Learning).

#### Afternoon Homeroom Session: Middle School

This session takes place on Monday and has been included to give students an opportunity to undertake learning opportunities that are non-curricular in nature. The Middle School Homeroom Programme includes three individual initiatives: Genius Hour, Digital Citizenship and Homeroom Extension. Over the course of an academic year, Middle School students will cycle through each of the initiatives at least once.

#### Counselling

Students are encouraged to talk to their homeroom or subject teachers when seeking advice and assistance in daily matters. The school also has a counselling/learning support specialist available via appointment to provide confidential, individual support when necessary.

#### Time Management

One of the most important skills that students need to learn throughout their time in Secondary School is how to plan their own work and meet deadlines. Failure to meet deadlines can lead to significant problems and an increased risk of stress for students who find themselves slipping behind in their work.

If a piece of work is not submitted on time, the teacher may choose to keep the student in during breaks or after school on Fridays from 1:55 pm - 3:30 pm to complete any assignments that have been missed with teacher support. Parents will be informed in advance and may need to make alternative arrangements to ensure that their child can be picked up at 3:30 pm.

Repeated failure to meet deadlines may result in an in-school suspension to ensure that the work is completed.

## The ISM Curriculum

Students in the Middle Years (Grades 6-10) will follow a program that provides continuity with the experiences gained in the Primary School. Our goal is to build on the skills, concepts and attitudes towards learning already acquired and prepare students for the International Baccalaureate Diploma Programme by offering them a clear and well-balanced curriculum.

Modelling the International Baccalaureate Middle Years Programme in philosophy and structure, the curriculum is based on a range of international standards including the Bavarian curriculum (German), and Cambridge Secondary 1 and 2 (IGCSE) amongst others. To provide a smooth transition from Primary School to the Diploma Programme, the Middle Years program provides the students with a homeroom teacher who teaches at least one subject to the homeroom class and specialist teachers who teach the remaining subjects.

The students study the following courses: English and German as a First Language or Language Acquisition, Spanish Language Acquisition, Individuals and Societies (History and Geography in Grades 9-10), Mathematics, Science, Music, Visual Arts, Physical Education, and Design (6-8). Students in Grade 10 will have the opportunity to sit the IGCSE examinations which are recognised as equivalent to the German “Mittlere Reife”.

Students in Grades 11-12 will follow the International Baccalaureate Diploma Programme (IB DP) that provides continuity with the experiences gained in the Middle Years. Our goal is to build on the skills, concepts and attitudes to learning already acquired, and prepare students for Further Education by offering them a clear and well-balanced curriculum. Students select from a range of subjects that support their interests and career goals which are supplemented by the Core elements of the IB DP, Theory of Knowledge, Creativity, Activity, Service (CAS) and the Extended Essay.

### Work Placement

In order to provide them with valuable first hand experience of working life, students in Grade 10 will be required to undertake a 2 week work placement. With support from the school they will be expected to source and apply for the work placement, which will take place in June. During the work placement they will be expected to keep a daily log of their activities and reflections before preparing a presentation about the experience to other members of the school community.

## Academic

### Home Learning at the ISM

#### Rationale

Educating the whole student is central to our philosophy. After the school day, many students are involved in sports teams, music lessons, or first language learning - all of which help in developing the whole student. At the completion of each school day, it is also important for students to have time to relax with family and friends.

#### Making home learning meaningful

Although there are many differing opinions on homework, research is conclusive that only home learning that is meaningful will have a positive impact on student learning. As such, it is our belief that any home learning assigned should promote a love of learning which encourages positive learning experiences between students, parents and teachers. It should also recognize the importance of balance in our students' busy lives.

#### Home reading

Reading is a vital part of a student's development in primary school and all students should have daily opportunities to read in order to help develop and maintain fluency and comprehension. Reading also helps build vocabulary and develop writing skills. In Primary school, we recommend that students spend a minimum of fifteen minutes each day reading independently or with an adult. In Secondary school, we encourage ongoing revision and academic reading to extend students' in-class learning.

#### Other home learning tasks

Home learning, whether home reading or other tasks, should be meaningful and appropriate to the Grade level of the student.

#### Any homework assignment is based on the following:

- It should support the ISM philosophy
- It should have a distinct purpose

It should be an enriching and meaningful experience related to classroom learning that allows families to support learning at home.

### Recognition of Good Work

As a school we believe that students respond positively to encouragement, praise and recognition of good work by their peers and by their teachers when merited. We reinforce high standards of conduct, achievement and effort in the classroom as well as in a more formal manner through the following:

- Displaying best pieces of work
- Project displays
- Assemblies
- Student Led Portfolio Conferences

## Promotion / Retention Policy Primary School (Grades 1-5)

Since students grow intellectually, physically and socially at different speeds, no student will be judged by the growth of any other student, but should be judged on his own rate of progress. There are several factors that we look at in the promotion and retention of students. These include academic progress, prior educational background, social/emotional development, language, and age.

In some instances when a student has not shown sufficient maturity, emotional or social growth, or has not acquired sufficient mastery of the fundamental skills, it may be wise for the student to spend an additional year completing his/her elementary school education.

The following components are vital for the full evaluation of a student and must be followed to ensure the most appropriate educational placement of each student, when considering promotion/retention decisions.

Teacher evaluation is a continuous process throughout the year. Based upon academic, social and emotional characteristics, teachers will constantly monitor student progress. For students in consideration of being retained, the teacher is to first confer with a parent/guardian no later than April 1st, about the possibility of retention. It should be made clear that no final decision has been made at this time. Final decisions on retention are to be made by mid-June.

Parents' input in the promotion/retention process is vital, and shall be a necessary aspect to be considered before a final decision is made. Therefore, communication between parents and teachers is fundamental to the process.

## Promotion / Retention Policy Middle/High School (Grades 6 - 12)

The grade placement of each student following initial enrollment in the school will be based on the following criteria:

- Proficiency in the skill areas
- Social and emotional adjustment
- Physical development
- Chronological age
- Teacher judgment
- Parental input
- Attendance
- English language proficiency

At the end of each school year, every student will be **promoted** or **retained**.

1. **PROMOTED** means that the student advances to the next grade level based upon satisfactory completion of the academic program during the school year.
2. **ACADEMIC PROBATION** serves as a warning that unless the student's academic performance improves the student may become a candidate for retention.

3. **RETAINED** means that the student is retained at the same grade level. Consideration for the retention of students in Grades 6-8 will include one or more of the following:

- **GRADES** – If a student has not attained minimum academic requirements for his/her grade, **averaging at or below 4**, he/she is a candidate for retention.
- **RECOMMENDATIONS** - A student who is recommended by a teacher or parent for retention due to level of interest, motivation, level of maturity, or mastery levels is a candidate for retention.
- **ATTENDANCE** - Any student who is absent for 10 days or more in either semester or 20 days or more during the course of the school year is a candidate for retention.

Whenever a child is having difficulty with the academic program such that retention may be considered, a staff conference will be held to consider grade placement and parents will be notified as early as possible in the school year. A conference will be held before the end of the school year regarding the decision and a written record will be kept of this conference.

A parent of a child on academic probation for whom retention is recommended shall be afforded a conference with the Head of School for the purpose of outlining the options available. A discussion on the best educational alternatives for the student will take place. At the end of the school year, parental notification of promotion, academic probation, or retention shall be clearly stated in the student's report card.

Academic probation and retention must be approved by the Head of School. The Head of School will make the final decision on grade placement based on the recommendations of the teachers in consultation with the parents.

#### **Enrollment to the IGCSE Examinations in Year 10**

If a student is intending to sit the IGCSE Examinations the decision to enroll a student in either CORE or EXTENDED exams is made after the semester report cards in February of the Grade 10 year, based on the student's academic performance. The IGCSE Examination Registration form is sent home to the parents to review the recommended exam enrollments.

#### **Promotion to the IB Diploma Programme in Year 11**

After the first semester report in year 10 students will have a one on one meeting with the Diploma Programme Coordinator to determine their suitability to progress onto the IB Diploma Programme in Year 11.

Students should have a grade 5 in the subjects they want to study at Standard Level and a grade 6 in the subjects they want to study at Higher Level. For Mathematics SL a grade 5 in IGCSE Math Extended is recommended.

Appropriate course selection will be decided on an individual basis following discussion between the school, the student and their parents/guardians.



## Feedback on Student Progress

The International School Mainfranken provides detailed feedback about the progress students are making. We see the student, parents and teachers as partners in the learning process. Our main means of keeping parents informed are our online school management system, Managebac, and school reports.

### **ManageBac (<https://ismainfranken.ManageBac.com>)**

ManageBac is our school management system where you will find most information about your students. When you log in, you can see details of their classes and the units they are currently working on, any upcoming deadlines, assessments, and a record of their attendance. Goals set at the three-way goal setting conference are also recorded on ManageBac. For grades 6-12, all formative and summative tasks are recorded on ManageBac.

Class messages and whole school messages will also be published through ManageBac and can be accessed through the ISM Community Message Board. You can also contact your student's teachers directly by clicking on the email links in each of their classes. We also publish our reports electronically through ManageBac at the end of each semester as a complement to the hard copy version that will be sent home.

### **Seesaw (<https://app.seesaw.me/#/login>) Primary School only**

In Grades 1-5, Seesaw provides a more colourful interactive way for parents to encourage and support their student's development. Homeroom teachers post regular updates on their Seesaw blogs to keep you informed of what is happening in class and to detail any work to be completed at home. Students will also be able to select work that they want to share and upload to Seesaw for you to see and comment on. This work will form the basis of the student-led portfolio conferences.

Messages from the school for the families of a class will also be sent through Seesaw.

## **3-Way Goal Setting Conferences**

Around the end of October we will schedule a 3-way goal setting conference between parents, students, and teachers. At this conference, students will have the opportunity to present the learning goals for the year that they have set for themselves in consultation with their teachers. This written document will help to provide a framework for the later Portfolio Conferences and the report cards.

## **Student-Led Portfolio Conferences**

Around the end of each semester students will lead a Portfolio Conference with you. During this conference, they will discuss their progress towards the goals they set in October through examples of work which they select.

## **Teacher/Student/Parent Conferences**

At any time, students, teachers or parents can request a conference to discuss any outstanding issues either in general or regarding a specific subject. These conferences should be organised alongside the homeroom teacher and the school coordinator.

## Semester Report Cards

Assessment is geared toward improving, rather than simply documenting, student performance by providing the students with opportunities to apply feedback and progress. The use of assessment to judge the effectiveness of both teaching and learning processes allows teachers and students to identify their strengths and opportunities for development, alongside providing feedback on student progress.

At the end of each semester, we publish report cards through ManageBac and in hard copy that provide an overview of student academic development.

The **Primary School** grading system uses a numbered scale from 4 to 1. The achievement key on the report cards is shown below. This numbered key gives an accurate representation of each student's achievement in each subject and should not be compared to the national scales of any nation.

### Performance Criteria

| Abbreviation | Title                                         | Description                                                                                                                                                                                                                                                   |
|--------------|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>4</b>     | <b>Extensive knowledge and understanding</b>  | The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations. |
| <b>3</b>     | <b>Sound knowledge and understanding</b>      | The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.                                                                                                |
| <b>2</b>     | <b>Basic knowledge and understanding</b>      | The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.                                                                                                                |
| <b>1</b>     | <b>Elementary knowledge and understanding</b> | The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.                                                                                           |

### Approaches to Learning

| Abbreviation | Title | Description                                                                                                                                                                                                             |
|--------------|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>+</b>     | Plus  | The student has a thorough knowledge and understanding of the content and a high level of competence in the Transdisciplinary Skills and processes. In addition, the student can apply these skills in most situations. |
| <b>✓</b>     | Check | The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the Transdisciplinary Skills and processes.                                        |
| <b>-</b>     | Minus | The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in Transdisciplinary Skills and processes.                                               |

In the **Secondary School, Grades 6-12** we use the IB 7-1 (or n/a) Grading Scale on our Semester Report Cards.

In the **Middle Years Programme (Grades 6-10)** ongoing assessment of student work is conducted against strands from the subject specific criteria (4 criteria per subject) Each criteria included within an assessment will receive a “best fit” mark from 0-8. If a student does not submit a piece of work by the deadline the assessment will be marked n/a. The student will have a maximum of two weeks to submit the assignment otherwise the mark will remain n/a.

At the end of each reporting period an overall mark of 0-8 (or n/a) will be awarded for each of the four criteria. The final mark out of 32 for the subject will determine the overall grade as outlined in the table below.

In the **IB Diploma Programme (Grades 11-12)** all assessment is marked against the IB 7-1 (or n/a) Grading Scale below.

### Performance Criteria

| Abbreviation | MYP marks    | Description                                                                                                                                                                                                                                                                                   |
|--------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>7</b>     | <b>28-32</b> | Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality. |
| <b>6</b>     | <b>24-27</b> | Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.                                                               |
| <b>5</b>     | <b>19-23</b> | Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.                                                                                   |
| <b>4</b>     | <b>15-18</b> | General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.                                                                                                              |
| <b>3</b>     | <b>10-14</b> | Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.                                        |
| <b>2</b>     | <b>6-9</b>   | Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.                                                                                 |
| <b>1</b>     | <b>0-5</b>   | Minimal achievement in terms of the objectives.                                                                                                                                                                                                                                               |
| <b>n/a</b>   |              | Not yet assessed                                                                                                                                                                                                                                                                              |

## Core/Additional Subjects

Abbreviation Description

|          |            |
|----------|------------|
| <b>E</b> | Excellent  |
| <b>O</b> | On Track   |
| <b>C</b> | Concerning |

## Regulations & Expectations

### Academic Integrity Policy

At the ISM, we believe that the concept of academic integrity is a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment as embodied in the IB Learner Profile attributes. We believe that a program of learning which encourages a discipline of academic integrity and the prevention of academic dishonesty through good practice is preferable to one that merely punishes for academic dishonesty. We expect that all members of the school community, students, parents, teachers and the board will uphold this policy in all academic matters.

### Procedure/Implementation

#### ***Academic integrity may include but is not limited to:***

- the use of good practice for documenting the sources used; the school requires that students use the format provided by the Modern Language Association (MLA 8), [www.mla.org/style](http://www.mla.org/style);
- understanding the concept of intellectual property and authentic authorship;
- the use of footnotes or endnotes to identify ideas used in assessment that were a result of a discussion or other observation ie: ideas used that are not from a printed or electronic source;
- provision of opportunities for students that genuinely allow them to produce their own work rather than copying the works of others;
- provision of appropriate assessment structures that allow students to demonstrate their progress and show that the work being completed is authentic;
- provision of sound advice on the honest and accurate acknowledgement of sources even where there is uncertainty;
- provision for students to reflect on their work.

#### ***Academic dishonesty may include but is not limited to:***

Academic dishonesty will not be tolerated at the International School Mainfranken. The definitions below reflect the most common types of academic dishonesty, however, there may be instances in which academic dishonesty is

observed by administrators, and teachers that are not listed below. The ISM administration and teachers reserve the right to add/alter this list without prior notice.

1. Cheating on Tests – Any intentional giving of or use of external assistance relating to an examination, test, or quiz, without express permission of the teacher. This includes looking on another student’s examination, test, quiz, or paper, sharing answers, or copying another student’s paper.
2. Fabrication – Any intentional falsification or invention of data citation, or other authority in an academic exercise.
3. Unauthorized Collaboration/Collusion – While collaboration is often encouraged, unauthorized collaboration is not permitted.
4. Plagiarism – Any intentional representation of another’s ideas, words, or work as one’s own. Plagiarism includes the inappropriate or misuse of published material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her paper for another to copy, without the permission of the teacher, is also engaged in plagiarism.
5. Alteration of Materials – Any intentional and unauthorized alteration of student, teacher, library materials.
6. Forgery – Any unauthorized signing of another person’s name to school related documents.
7. Theft – Any theft of materials.
8. Transfer of Unauthorized Materials – Any giving or selling of unauthorized materials.

### ***Consequences for Academic Dishonesty***

Any alleged violation of this policy will be investigated thoroughly and appropriate disciplinary measures will be taken according to the International School Mainfranken Discipline policy.

Depending on the particular instance of academic dishonesty, and the severity of said instance, one or more of the following consequences may occur:

1. Referral to the Coordinator or Head of School and the parent/guardian will be contacted.
2. Assignment or test will not count.
3. Placement on probation with a contract for the remainder of the specific class.
4. Suspension from school.
5. Expulsion from school (ISM enrollment contract will be terminated, with all fees due according to original contractual dates).
6. Any instance of academic dishonesty will be recorded and documentation will be placed in student’s permanent record/personal file.

The detection of academic dishonesty ultimately lies with the teacher; the teacher may use a variety of methods for detection including the use of websites that provide these services.

## ISM Responsible Behaviour Policy

The ISM has developed a discipline programme based on the belief that students, parents, and the school share the responsibility for creating the best possible learning environment. Student behaviour/conduct which interferes with student learning or with teacher instruction is unacceptable. All students are entitled to a safe, enjoyable and rewarding school experience.

At the ISM we wish to encourage positive behaviour and uphold values which promote moral, cultural and mental development in children.

We aim to:

- Develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions thus enhancing their self-esteem
- Promote the development of children's courtesy, honesty, respect and tolerance for others
- Develop in children the understanding and skills that will enable them to work and play in co-operation
- Foster respect for other people's rights, abilities, property and beliefs

### Procedure/Implementation

The Responsible Behaviour policy and procedure are applicable at all times that the students are in the care of, or are representing the school, including events, field trips, and while travelling on the school organised buses.

### Positive Behaviour Reporting

Our teachers make an effort to recognise positive behaviour in our students. Teachers witnessing positive behaviour may [comment on the student in ManageBac](#). Instances of positive behaviour may include where the student embodies the IB Learner Profile or acts in a manner that exemplifies the ISM spirit.

*Positive* behaviours are those that recognise a student's ability to interact with others in a commendable manner and *may* include:

- embodiment one or more of the IB Learner Profile attributes of: Caring, Thinker, Principled, Risk-taker, Open-minded, Reflective, Knowledgeable, Inquirer, Communicator, Balanced
- actions that affect others in the school community in a constructive manner
- actions that indicate growth mindset in a student or group of students
- repeated actions that demonstrate respect for others, courtesy or behaviour consistent with the school guidelines and ethos

### Negative Behaviour Reporting

We make systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours. When behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

## Minor and Major Behaviours

When responding to behaviour incidents, the staff member who is initially involved in the incident determines if the problem behaviour is minor or major, with the following agreed understanding:

- *Minor* behaviour incidents are handled by staff members at the time it happens and referred to the student/s Homeroom teacher who log the incident on ManageBac
- *Major* behaviour incidents because of their seriousness are immediately referred to the School Coordinator and Head of School who log the incident on ManageBac

*Minor* problem behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause the staff member to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours

*Major* problem behaviours are those that:

- significantly violate the rights of others
- put others/self at risk of harm
- constitute misconduct, disobedience, conduct prejudicial to the good order and management of the school

In particular, they include:

- Use or possession of tobacco, alcohol or other narcotics
- Use or possession of a weapon
- Threatening or intimidating or discriminatory behaviour towards another person
- Any actions or behaviour in contravention of local laws.

Unacceptable behaviours *may* result in the following consequences:

- Warning regarding future consequence for repeated or persistent inappropriate behaviour
- Time out
- Detention
- Removal from activity
- Loss of privilege

Under specific circumstances, the Head of School and responsible Coordinator *may* deem the following consequences are appropriate for *major* problem behaviours:

- Community service interventions
- Restitution or compensation
- Suspension from classes/school
- Exclusion from school
- Reporting the incident to local law enforcement

## **Line of referral**

In all instances of behaviour incidents, the line of referral is:

1. Where appropriate, the individual teacher/witnessing teacher handles the incident to completion and informs the student/s Homeroom teacher.
2. If the incident is repeated, or if the matter cannot be dealt with by the initial teacher, the matter is escalated to the Homeroom teacher.
3. In cases where the intervention by the Homeroom teacher is unsuccessful, or if the behaviour is deemed to be major in scale, the matter is brought to the appropriate School Coordinator.
4. The School Coordinator and/or Head of School, along with the student/s Homeroom teacher, will contact the parents of students affected.
5. All communication at every level [will be logged on ManageBac](#).

## **Tobacco and Alcohol, Illegal Drugs and Weapons**

The ISM is committed to maintaining a learning environment free from the misuse of legal and illegal drugs.

Smoking is not allowed on the ISM campus. The possession, transfer and consumption of alcohol at the ISM is forbidden. Students may not bring, nor be in possession of, tobacco or alcoholic beverages on the ISM campus or while representing ISM on school trips. Students found in contravention of this regulation will be sent home and may face additional consequences. Repetition will render a student liable for suspension and/or expulsion.

Possession, use, transfer of, or being under the influence of illegal drugs or controlled substances or inhalants is prohibited at any time on school premises, and at officially sanctioned school functions or parties. Violation of this regulation will render a student liable for immediate expulsion, and the police will be notified.

Possession of weapons, or anything that can be construed as a weapon, on school property, on a field trip or at a school function or party, is strictly prohibited. Students found in violation of this regulation will face suspension. A second violation will render a student liable for expulsion. Possession of or use of a dangerous weapon on school property, on a field trip or at a school function or party is strictly prohibited. Violation of this policy means immediate expulsion from the ISM and the police will be notified.

Although every effort is made to apply the disciplinary procedure in a uniform manner, the nature of the punishment must, to some extent, be co-determined by the child/children involved and the severity of the behavior. The Head of School will be ultimately responsible for the progression of disciplinary actions applied in each case.

## **International School Mainfranken Home School Partnership**

The International School Mainfranken believes that a positive and supportive partnership between home and school is required to provide a quality education to every child in our school. Everyone's responsibilities are clearly identified within the Home School Partnership Agreement, which all parties are expected to sign as an act of commitment upon enrollment in the school.



## **School**

As staff at the ISM we will aim to:

- Provide a safe, welcoming, caring environment for students and their parents
- Provide a balanced curriculum and meet individual needs
- Set high standards for achievement and behavior
- Model good practice in line with all our school policies including academic integrity
- Provide learning opportunities which develop the full potential of each individual child
- Keep you and your student informed about his/her performance and progress, and any problems that may occur
- Respond as promptly and effectively as possible to your questions or concerns
- Keep you regularly informed about general school matters

## **Home**

As a parent/guardian I will aim to:

- Complement the work of the school with helpful and supportive attitudes
- Take an active interest in the school and my child's education including attending parent information nights and conferences
- Work with the school to help my child develop maturity, self-discipline and confidence and a positive attitude towards school
- Inform the school about any concerns I may have, or problems which may affect my child's work or behavior
- Ensure that my child attends school regularly and on time, with the correct uniform and properly equipped
- Support my child in set homework and other home learning opportunities
- Support the school's behavior and homework policies including academic integrity and acceptable use of IT
- Positively support the role of the teacher

## **Student**

As a student I will aim to:

- Do my best to participate and improve in all activities
- Have a positive attitude towards school
- Comply with the school's behavior and homework policies including academic integrity
- Comply with the school's acceptable use of IT policy
- Take responsibility for my own actions, including getting myself to school and lessons on time, correctly dressed in school uniform and properly equipped with all school supplies
- Behave sensibly and with consideration for others

## Acceptable Use of Information Technology Policy

The use of Information Technology (IT) in the International School Mainfranken supports students becoming citizens of the 21st century who can find, analyze, create, and communicate information in effective ways using appropriate and up-to-date technology. Access to the internet is provided to ISM students for many reasons:

- To allow students to conduct research using the latest technology
- To create media literate students
- To allow students to communicate with others around the world
- To provide an additional dimension of instructional support with information that is current
- To teach students to find, organize, and evaluate information
- To provide students with skills for the future (i.e. computer literacy and information management)

Students are responsible for good behavior on the school computer network. Independent access to the internet is provided to students who agree to act in a considerate and responsible manner. Access is a privilege, not a right. Individual users of the computer network are responsible for their behavior and communications over the internet.

### Procedure/Implementation

#### Bring Your Own Device (BYOD)

At the ISM all students in grades 2-12 are required to have their own personal computing device. We recommend for students from Grade 3 and up that this is a laptop computer with a functional tactile keyboard and appropriately sized screen.

**We cannot accept responsibility for lost, stolen, or broken devices. Students bring these items to school at their own risk.**

**Recommended minimum hardware requirements:** include an HDMI-out port, 802.11n WiFi connectivity and 1 USB 3.0/2.0 port

**Software:** Chrome OS and Windows operating systems can be supported by ISM Staff. Any other operating systems including MacOS and Linux derived systems will not be officially supported by ISM Staff. When using Windows products, families are responsible for ensuring that the device is regularly updated and includes effective anti-virus/malware protection.

Word Processing software and a modern web browser are essential. We recommend Google Chrome and the Google Docs selection of document creation software. Students from 2nd Grade on will be provided with a school managed Google Apps for Education Account to allow them to collaborate on school projects.

If students or their families require any advice on which device to purchase, please contact the ISM office.

#### Acceptable Use

- Students may bring electronic devices including laptops, tablets, smartphones, smartwatches etc. to school to support their learning in the classroom. They are required to follow the instructions of members of staff

concerning when and where they may use this equipment. If requested by a member of staff to switch off or put away an electronic device they must do so immediately.

- If students need to make calls/contact people outside of school during the school day they **MUST** do so with permission from a member of staff and from one of the telephones around school, not from their private phones.
- Electronic devices must be kept switched off and out of sight at all times in the classroom unless explicit permission has been given by the member of staff with responsibility for the class.
- Students will be responsible for their actions on the internet and will be held accountable according to the ISM Home/School Partnership, Responsible Behaviour Policy and the laws of the Federal Republic of Germany. The International School Mainfranken will assume no liability in the case of illegal activity on the part of a student.
- In particular, the following behaviour is **NOT** permitted:
  - Using the school internet access to purchase items
  - Accessing or distributing obscene, profane, pornographic, sexually explicit, or illegal material
  - Using others' passwords
  - Sending offensive messages or pictures
  - Using obscene language
  - Damaging computers, computer systems or computer networks
  - Playing non-educational internet games
  - Streaming or accessing copyrighted content without permission of the copyright holder
- Students are responsible for ensuring that their devices and any electronic submissions of work are functional and compatible. Failure to ensure compatibility in advance will not be considered an excuse for incomplete or late work and may have serious implications when submitting pieces of external coursework.
- Students are reminded that electronic devices with internet connectivity are not permitted in any external examinations and may result in disqualification.

## Consequences

- Further to the disciplinary steps detailed in the ISM Responsible Behaviour Policy any student caught contravening these regulations will have their electronic device taken away by a member of staff and either returned to them at the end of the day or retained in the office until it is collected by their parent/guardian.
- Members of ISM staff may request access to devices with the student present and with permission of their parent/guardian if they have reasonable cause to suspect that these regulations have been contravened.
- In addition, users should assume that a network administrator may periodically check the history of the sites each user has visited.
- Students and their families will be liable for any financial damages resulting from misuse of the internet or IT infrastructure at the International School Mainfranken.

## **International School Mainfranken Uniform Policy**

At ISM, we believe that a student's appearance has an impact on his/her attitude and behavior. Respect for the school community, the education process, and the students themselves are, to a degree, shown by the student's attire. The uniform policy also helps maintain a sense of modesty and equality while educating students about what is appropriate dress for the time and place.

It is our school policy that all children wear a school uniform when attending school.

Our policy on school uniforms is based on the notion that the school uniform:

- promotes a sense of pride in the school and creates a sense of community/ belonging towards the school
- is practical and smart
- identifies the children with the school
- prevents children from coming to school in fashion clothes that could be distracting in class
- makes children feel equal to their peers in terms of appearance

### **Procedure/Implementation**

The Uniform Policy reflects on the entire school community and thus it will be the responsibility of the student, the parents, the teachers, and the administration to uphold it.

- It is the student's responsibility to choose the appropriate clothing to wear to school
- It is the parent's responsibility to check the uniform before the student leaves for school
- It is the teacher's responsibility to monitor and enforce the Uniform Policy during the day
- It is the administration's responsibility to monitor and enforce the Uniform Policy

If a student is in breach of uniform policy :

- First offence - verbal warning documented in the school management system and referral to school coordinator
- Subsequent offence - parent contact

#### **Uniform Tops:**

- Shirt or polo with the ISM logo.
- All visible undershirts must be plain white
- For cold weather wear during school hours, ISM sweatshirt, ISM pullover or cardigans with the ISM logo

#### **Uniform Bottoms:**

- Dark blue regular fit jeans, chinos or dress pants
- Dark blue shorts
- Dark blue skirts
- Hems of shorts and skirts must not be shorter than the tip of the middle finger when the students are standing with their arms at their sides.

**Shoes:**

- Shoes or sandals must complement the uniform
- House shoes should be kept at school for students in grades 1-5

**Accessories:**

- Accessories (including socks, scarves, belts and jewelry) must complement the uniform

**Uniform Upkeep**

As part of our respect for the school and its image, students are required to wear well-maintained uniforms. Should an article of uniform clothing become tattered, torn, discolored, ill fitting, etc., the student/family is required to mend or replace the article.

**ISM Uniform Shop:**

All official ISM uniforms can be purchased through Dress For School. Their website is

<http://internationalschoolmainfranken.dress-for-school.de/>

A link to the ISM uniform shop can also be found on our website.

**ISM Language Policy**

The ISM is committed to the development and learning of language throughout our entire school. We believe language is at the heart of understanding and this belief is central to our curriculum and instruction. Consequently, we provide as many opportunities as possible for our students to use language within the context of the curriculum, and in daily interactions with students, teachers, community members, and parents. In the modern world, command of English is the primary key to accessing information and communicating internationally. Every student at the ISM has the right to equitable access to the curriculum in order to reach their full potential.

- Proficiency in English is of the highest priority for all students
- The language of instruction at the ISM is English, except in specific language classes
- The teaching of language is the responsibility of all teachers

The school serves and represents a diverse multi-cultural community for whom English is recognized as the common language. While a student's first language can be helpful to support their initial understanding of a new concept or idea, it is important to ensure that English is the classroom language used when the target language is English.

We appreciate and support the diversity of language within our school and the world as a whole, and promote the concept that although languages may differ in terms of culture and localities, they can lead to greater acceptance of both. With the aim of promoting international mindedness and appreciation, the ISM seeks to promote the development of all languages.

## Pathways

Pathways from the PYP through the Middle Years to DP Groups 1/2 in our English and German language programs:

| PYP             | Middle Years                       | DP                                                                        |                                                                                            |
|-----------------|------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| PYP Phase 1 - 5 | Language A                         | Language A: literature SL/HL<br>Language A: language and literature SL/HL |                                                                                            |
| PYP             | Middle Years Lang. B<br>G 6/7/8    | Middle Years Lang. B<br>G 9/10                                            | DP                                                                                         |
| PYP Phase 1 - 3 | Phase 1 (CEFR A1)                  | Phase 1 (CEFR A1)                                                         | Ab initio                                                                                  |
|                 | Phase 2 (CEFR A2)                  | Phase 2 (CEFR A2)                                                         | Ab initio<br>Language B SL                                                                 |
|                 | Phase 3 (CEFR B1)  <br>Language A* | Phase 3 (CEFR B1)                                                         | Language B SL                                                                              |
|                 | Phase 4 (CEFR B2)  <br>Language A* | Phase 4 (CEFR B2)                                                         | Language B SL/HL                                                                           |
|                 | Phase 5 (CEFR C1)  <br>Language A  | Phase 5 (CEFR C1)  <br>Language A                                         | Language B SL/HL<br>Language A: literature SL<br>Language A: language and<br>literature SL |
|                 | Phase 6 (CEFR C2)  <br>Language A  | Phase 6 (CEFR C2)  <br>Language A                                         | Language A: literature<br>SL/HL<br>Language A: language and<br>literature SL/HL            |

- All students of the Language A / Mother Tongue Program who experience success will have access to Group 1 IB DP courses.
- Language A / Mother Tongue teachers recommendations will inform student course selection for the DP Group 1 or Group 2 programs in Grades 11/12. Final decisions are made by the Language A and Language B coordinators.
- In specific cases, the DP Coordinator may review the course selection for the DP. If there is disagreement, the Head of School will make the final decision.

Additional details regarding implementation of our language policy are available in the full version of the ISM Language Policy.

### ISM Privacy Notice (General)

The International School Mainfranken e.V. (ISM) is committed to protecting the rights and freedoms of our staff, students and their families, and safely and securely processing their data in accordance with our mission and vision and in line with all of our legal obligations. The following gives an overview of how we collect and use your personal data at the ISM. Where special cases apply you will be informed when we ask for your data.

### **1. Who is responsible for data protection at ISM?**

The Data Protection Officer (DPO) for the ISM is your first point of contact for questions regarding your data and how we process it. Gavin Fearnley is the voluntary designated DPO at ISM and can be contacted as follows:

Gavin Fearnley,

International School Mainfranken e.V., Kalifornienstr. 1, 97424 Schweinfurt

Email: [dpo@the-ism.de](mailto:dpo@the-ism.de)

### **2. What information do we collect about you?**

Personal data we gather may include: full name, date of birth, address, telephone email address, educational background, employment/financial details, health information. We also collect and process data specific to our services including student progress, attendance, disciplinary incidents. In addition, photographic and video material of school events and activities may be recorded.

### **3. How will your information be used and what is our legal basis for doing so?**

Your personal information will be used for the following purposes:

- a) To fulfil our contractual obligations to you in line with our provision of educational services including informing you of school events and school relevant information (eg. Weekly Message)
- b) To fulfil our legal obligations (eg. evidence of school attendance)
- c) For specific purposes for which you have provided us clear consent
- d) If necessary to protect someone's life or in a medical emergency
- e) Where there is a legitimate interest for us to do so (to ensure the safety of the school or the students including IT security, development of services in line with our educational remit). Photographic and video material that is the property of the school may be used for marketing purposes unless you have denied this request.

### **4. Who uses your information?**

Your information will be used by those employees of the school who are directly responsible for providing the services listed above including administrative and teaching staff as appropriate. Government departments such as the Ministry for Education request specific information regarding enrollment and placement of students.

Contractors providing specific services to the school such as provision of internet portals, production of marketing materials, etc. may receive data for the specific purposes outlined above and only when contractually obliged to the rights and responsibilities of the European Union General Data Protection Regulations (GDPR/ DS-GVO)

### **5. Is your data secure and will it be stored overseas?**

Information in paper form is retained in locked filing systems and is only accessible to authorised personnel. For provision of some of our online services (eg. gradebook, virtual classrooms, exam registrations and coursework submission, email) we work with providers based outside of Germany or the EU. We only work with providers under

contract who have policies and procedures in place that meet or exceed the requirements of the European Union General Data Protection Regulations.

#### **6. How long will your information be held for?**

Your information will be held as a minimum for the duration of your contract or conclusion of the purpose for which consent was requested. We have a legal obligation to retain specific information (eg. coursework submissions, school attendance records) for a longer period in line with German, European and International Law. As a general rule from 3 years minimum up to 30 years in specific cases at which time the information will be deleted.

#### **7. Your rights**

You have the right to request information about your stored data, its origin, its recipients, and the purpose of its collection at no charge at any time. You also have the right to request that your information be corrected, blocked, or deleted. You also have the right to request a copy of any data we process for you in an easy machine readable format. You can contact us at any time using the contact information above if you have further questions about the issue of privacy and data protection. You also have the right to file a complaint with the relevant regulatory authorities (see Point 8 below).

#### **8. How to make a complaint to us and our supervisory authority**

You can contact our DPO at any time to file a complaint via [dpo@the-ism.de](mailto:dpo@the-ism.de)

You can also contact the Bavarian Data Protection Authority (BayLDA) directly via their website:

<https://www.lda.bayern.de/en/index.html>

Additional data protection information relating to the use of the ISM website can be found at:

<https://the-ism.de/en/data-protection/>



## Health & Safety

### Emergency Information

In case of illness, if the school is unable to contact the parents, an emergency contact and phone number is required on file. **If any of the listed numbers/email addresses change during the course of the school year, please contact the school immediately.**

In case of an emergency, (e.g. fire, school closure, inclement weather) parents will be contacted at the earliest opportunity via email. Please check your email regularly.

### Emergency Drills

The ISM will have fire/evacuation drills periodically during the school year. Fire drill evacuation plans are posted in each classroom and throughout the school. Students should familiarize themselves with exits and an alternate exit for each of their classrooms. In the event of an emergency or drill, students should follow the instructions of staff. In an evacuation they should leave everything and exit the building quickly and quietly. They should move promptly to the designated evacuation area, and return quietly to the classroom only after the 'all clear' has been given.

### Responsibilities of the Parents

#### Before an Emergency

It is imperative that parents and guardians ensure that the school has up-to-date contact information as well as medical history on their students. Parents should establish emergency procedures for home and outside the school; they should review and reinforce these procedures with their students on a regular basis.

#### During an Emergency

Parents must understand that foremost in the minds of school administrators and staff, especially in the event of an emergency, is the safety of the students. It will be important for parents and guardians to be patient, but alert, observers until the school has communicated information and possible directives to them. Particularly in the case of small schools, the rumor mill can sometimes block the incoming phone lines and potentially jeopardize emergency procedures. If, however, parents have accurate and useful information that could help the Emergency Services, they should make every effort to contact the school-designated spokesperson.

#### After an Emergency

If it is necessary to close/evacuate the school, the following steps will take place in re-opening the school after a short-term closure.

1. Safe conditions will be confirmed through valid sources.
2. School staff will be informed.
3. Unless the school has announced otherwise, classes will resume on the following regular school day. If the school is to remain closed, everyone will be notified via email and the school's web page.

## Responsibilities of the Students

### Before an Emergency

Students must understand that their safety is the primary concern of their teachers and school administrators. They will be made aware of the local situation and any possible threats to their safety and well-being. Through class discussion and activities, students should familiarize themselves with school emergency procedures and should participate responsibly in emergency drills.

### During an Emergency

The safety of the students is of prime consideration in any emergency. Student cooperation is therefore crucial. Students should stay calm and follow the directives given by their teachers or supervisors. They should work towards dispelling rumors and cooperate with their peers.

### After an Emergency

After an emergency, students should provide teachers with feedback and should remain alert to any unusual peer behavior that may require counseling. Students should also talk through the experience in class with teachers and peers. The school counselor may also be involved.

## General Health Guidelines

Records on student medical history and immunization status are collected from every student on school entry. The records are maintained in the office and are considered confidential. Any records pertaining to a special educational/learning disabled or gifted program, an individual educational plan or referral to an external agency for support services (i.e. guidance clinic, tutoring, psychological assessment, speech therapy, etc) should also be provided in English or certified English translation. Information will be shared with the student's teachers if it appears to bear on the student's performance. Any information that a parent wishes to have held in complete confidence should be so indicated when it is entered into the record.

Measles immunization status: As per the Bavarian Government directive, all students and employees of ISM are required to provide their immunization status against measles. If no proof of immunization is available, or if no immunization has been sought, a vaccination for measles must be obtained and provided to the school.

### When a Student is Ill

Students with the following symptoms should not be sent to school:

- Fever
- Nausea and/or vomiting
- Acute cold symptoms
- Severe headache
- Sore throat
- Persistent cough
- Red, swollen and/or draining eyes
- Earaches

- Toothaches
- Diarrhoea

Please ensure that all symptoms are fully cleared up prior to sending your student back to school.

Please inform the school immediately should your student develop a communicable condition such as chickenpox, measles, ringworm, head lice, scarlet fever, etc.

If a student feels unwell at school they should inform their teacher and arrange a pick-up through the ISM Office.

### **Medication**

No student is to bring medication into school at any time, nor is he/she to self-medicate. This includes prescription drugs, aspirin, etc. If a student needs to be given medication during school hours, please follow these guidelines:

1. The parent must deliver the prescribed medication to the school office with the prescription and dosage instructions as provided by the doctor who prescribed the medicine.
2. A parent must write a permission form, giving the ISM permission to administer medication.
3. Parents are required to ensure all medication stored at school is kept up to date.

### **Extraordinary Health Guidelines**

Due to the rapidly changing nature of the Covid-19 pandemic, updated hygiene and safety guidelines will be shared regularly with our community.

## Events & Activities

As our school philosophy is to educate the whole student, we place great emphasis on the role of extracurricular activities. Students are encouraged to participate in activities “out of class” time. In addition to the extra-curricular activities, the School has annual events in which all student involvement is mandatory.

### Extracurricular Activities Program

ISM believes that a healthy and creative lifestyle develops students is as important as academic curricula. In an effort to ensure that all students in the school participate in an active extracurricular activities, ISM provides a scheduled program two times a week within the academic day with a variety of choices appealing to different age groups and interests of students.

There are a range of overarching goals for the program:

1. To encourage a healthy and active lifestyle among all students
2. To ensure that all students participate in extracurricular activities which include sporting and creative pursuits
3. To provide students with a varied extracurricular program to appeal to all students in all age groups

The activities offered will differ according to a variety of factors including: student interest, age group, teacher availability, season and availability of resources. All extracurricular activities are offered in addition to any Health and Physical Education lesson the student may have in their daily schedule.

**Inclusivity:** Aligning with ISM’s guiding principle of Inclusivity, all students will participate in 1 or 2 extracurricular activities per week (dependent on year level).

**Challenge:** Activities will be offered across the entire school year and students will be encouraged to move beyond their perceived limits and sign up for activities that may give them new skills, or discover a new talent. Importantly, all students will be required to sign up for at least one active extracurricular activity per week.

**Creativity:** Students may choose to sign up for two active extracurricular activities, but are also encouraged to pursue creative activities during this time as we believe innovation and growth come from imagination as well as challenge.

### Field Trips

The purpose of the ISM Field Trip Program is to plan and coordinate the off-campus learning experiences for our students. It will allow us to integrate field trips into our teaching and learning in a meaningful and well-planned way. In order to achieve the goals of our Mission and to employ our Principles of Learning, it is imperative that we do not restrict our teaching and learning to the school facilities. Authentic learning experiences often require us to move beyond the limits of our school property . While away on such trips, students are expected to observe the highest

standards of conduct and to dress appropriately. A student may lose the privilege of accompanying the class on a field trip because of inappropriate school behavior.

### **Permission Slips**

Parental permission slips are required for various activities during the year (i.e. field trips). A student will not be allowed to participate in these activities without a completed permission slip. If a student loses the slip, a handwritten note may be substituted. A general permission slip is signed by parents at the beginning of the year for field trips during school hours. A separate permission form will have to be signed for longer or overnight trips.

### **School Visits**

Parents and guardians are always welcome to visit the ISM and on special occasions also the classrooms; however, the visit must have a constructive purpose and be one that will not cause a disruption to the learning process.

The Head of School, Coordinator and teachers will determine if a particular visit meets these criteria. For this reason, parents and guardians are asked to schedule visits prior to their student's arrival at school. If you wish to schedule a visit during school time, please contact the coordinator first.

## Transportation

### Bus Service

**Families participating in the transport program will receive a bus schedule before the first day of school. Students enrolled after the start of the school year can also join the transport program.**

The most important issue regarding school bus transportation is safety. Students are responsible for behaving in a safe and appropriate manner at all times while they are being transported. Parents have a responsibility to reinforce safe travelling behavior with their students and support the driver and school officials when behavior is not appropriate.

### Regulations

All parents who sign up for the bus service will receive detailed terms and conditions which cover appropriate use of the service. Please read these carefully and keep on file with the school handbook.

### Student Pick-Up Policy

All students who are usually picked up by their parents must inform the school in writing if the pickup will be made by someone other than the parents. In case of changes the school office should be informed by no later than 1:00 pm. via telephone or email.

**When students are being dropped off or picked up at arrival or dismissal times, please ensure that cars do not block the bus area in front of the school by parking in the spaces provided.**

Students who have been given permission by their parents to make their own way home at the end of the school day must provide the office with a signed parental note stating that the permission to go home alone is granted.

## Lunch & Snack Procedures

Students at the ISM may take part in the hot lunch program offered by Cafe Rohr GmbH. Those wishing to participate in the hot lunch program should pick up a registration form in the front office.

If your student prefers, they may bring lunch from home. If your student is not going to eat the hot lunch served in the school, please pack an adequate and nutritious lunch. Microwaves are not available for warming lunches brought from home.

### Lunch Hall Rules

We expect ISM students to:

- Walk inside the school building
- Not bring bags and books into the lunch hall at lunchtime
- Wait for school lunch in an orderly queue and in single file
- Display good table manners
- Dispose of litter in the litter bins provided
- Clean up their own spills and messes
- Clear away trays, wrappers, papers and cutlery in an orderly manner
- Treat plates and cutlery with care and report any breakage immediately to the teacher on duty
- Follow the directions of the lunch duty person

Students should remember to be courteous to everyone in the lunch hall. Before or after eating, students are dismissed to go outside under the supervision of teachers. Teachers supervise designated areas when indoor break is necessary as well.

### Snacks

Your students will have an opportunity to have a mid-morning/afternoon snack each day. Each student should bring in their own snacks and/or drinks. We encourage the consumption of healthy snacks at this time and suggest that junk food be limited.

While students are encouraged to ensure they bring enough water with them, we have two water dispensers in school available at all times during the school day.

## Miscellaneous

### School Pictures

At the beginning of the school year, pictures of the students are taken and made available for parents to purchase. The administration of the school announces the date of the picture day. Parents are under **no obligation** to purchase these pictures. Students are required to be dressed in school uniform on picture day.

### Lost & Found

Students are urged to keep their track of their belongings during the day and should not bring large amounts of money or valuables to school. Students' names should be recorded on all possessions brought to school. All unmarked, lost items will be placed in the health room and money or jewelry will be kept in the office. All unclaimed items will be donated to charity at the close of the school year.

### PTO

The Parent Teacher Organization at the International School Mainfranken is an active organization. Parents and teachers work together planning projects and events and organizing fund-raising activities that benefit the entire school. The PTO can be contacted via their email address: [pto@the-ism.de](mailto:pto@the-ism.de)

### Statement of School Fees

If you require a statement detailing school fees paid for taxation purposes (Schulgebührbescheinigung) then please submit a written request (letter or email) to the ISM Office ([info@the-ism.de](mailto:info@the-ism.de)).



## **What to do....?**

### **If my student is sick at school?**

At the ISM, we will contact parents in the event of illness or injuries that require medical attention.

Please be sure to provide the office with your daytime telephone numbers. No student is to bring medication into school at any time, nor is he/she to self-medicate. This includes prescription drugs, aspirin, etc.

If a student needs to be given medication during school hours, please follow these guidelines:

1. The parent must deliver the prescribed medication to the school office with the prescription and dosage instructions as provided by the doctor who prescribed the medicine.
2. A parent must write a permission form, giving the ISM permission to administer medication.

### **If I am away and my student is staying with relatives/friends?**

Please inform the school if your student is staying at another address. We require a daytime contact number in the event of an emergency, and the bus company needs to be informed.

### **If my student loses his/her sports bag or any other item?**

Check the lost & found area or ask at the school office.

### **If my student is ill or absent, where should my student go to get their homework?**

Contact the subject teacher or homeroom teacher.

### **If my student is having academic problems?**

Contact the subject teacher or homeroom teacher.

### **If my student is experiencing troubles/social problems?**

Contact the homeroom teacher or the school counsellor/learning support specialist.

### **If I have questions about the curriculum, homework or timetables?**

Contact the homeroom teacher or the coordinator.

### **If I have any other questions.....?**

Please contact the school office at any time during the school day.