



PRIMARY SCHOOL EARLY EDUCATION

A GUIDE FOR PARENTS AND STUDENTS

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COMMUNICATION

E-mail is the primary method of communication between school and home. Please inform the homeroom teacher and the Primary School Office if you are having trouble accessing our communications.

Should you need to urgently contact your child’s teacher, please call the Primary School Office and a message will be passed to the teacher.

OFFICE HOURS

The Primary School Office is open daily from 07:30 until 16:00.



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PRINCIPAL'S WELCOME

Dear BBIS Early Education Families,

Welcome to Early Education at BBIS. This is the start of a wonderful learning journey for your child and we are delighted to be part of their educational experience.

BBIS is known as a leading, inclusive international school that uses research and best practice to inform our approaches to learning. Our educators are reflective practitioners who provide an exceptional learning experience for your children.

As an International Baccalaureate (IB) school, our students grow to become strong, independent learners, who are equipped to fulfil their potential. We see children as individuals who are capable, have limitless potential, are curious and sensitive, flexible and adaptable, and able to solve their own problems.

Our BBIS Early Education Programme empowers our youngest learners to follow their natural curiosity and interests. We believe children construct their own knowledge in many different ways through interactions within their environment, and as teachers we facilitate this natural learning process.

We appreciate individuality and want to support students' learning and development in a safe, secure, and academically rigorous environment. For this reason, we use the IB Primary Years Programme (PYP) concept-based inquiry framework to form our curriculum. Its transdisciplinary approach inspires students to connect understanding and ideas with meaning. As an IB PYP school, we value and depend on your participation. We believe families enrich our learning community by being actively involved in the life of the school. By forming a partnership between school, child and home, we can best support students' learning, growth, well-being, and agency, so that they will be able to make a difference in the world.

We hope this handbook helps you become familiar with how we support your child's learning. Please take time to read it and reach out if you have further questions.

We hope your child feels part of our school and truly enjoys their BBIS experience.

Kind regards,

Kate Mancarella
Primary School Principal



Please scan to view
our other handbooks.

BBIS MISSION AND GUIDING STATEMENTS

MISSION

To inspire everyone in our learning community to be responsible, compassionate global citizens who make a difference through inclusion, innovation and action.

This can be summarised as: we are **inclusive, innovative and active**.

inclusive
innovative
active

GUIDING STATEMENTS

International education and intercultural learning

At BBIS, we aim to make a positive impact on a local and global scale. We believe we can achieve this by actively developing global citizenship. To this end, our attitudes, values and principles are informed by and support:

- The UN Declaration of Human Rights 1949
- The UN Convention on the Rights of the Child (Ratified in Germany 1992)
- The UN Sustainable Development Goals 2030
- The CIS Code of Ethics
- The IB Mission statement, outlining the aim of creating a more peaceful world through intercultural understanding and respect
- The IB Learner Profile

Principles we maintain are:

- Respect for our differences and our diversity as a source of immaterial wealth in our community
- Curiosity to understand our interconnectedness through local, national and international perspectives on global issues
- Action to design and engage in authentic learning experiences which have an impact

Global Citizenship

Global citizens are knowledgeable about the world. A global citizen is confident about their own identity and culture, and is motivated to learn about and understand the identities, cultures and languages of others. They are open-minded and welcome multiple perspectives. Global citizens have an understanding of global sustainability issues and challenges. They cooperate with others, and use their critical thinking, problem-solving and communication skills to make a positive difference in their communities and in the world around them.

BBIS is committed to actively developing global citizenship through the following aspects:

Ethics – research about, discussion of, and action related to issues of principle of personal, local, and global importance

Diversity – the understanding of and respect for the similarities and differences of a range of individuals and peoples, in order to create an inclusive environment that strives for equity, practices anti-racism, and seeks justice

Global Issues – the understanding of multiple perspectives of local and global events and issues

Communication – the development of fluency in multiple languages, including mother tongues, used to communicate within and across cultures

Service – the development of the understandings, skills and dispositions to serve the local and global community through engagement in meaningful service learning

Leadership – the acquisition and refinement of the skills of leading and following within different cultural contexts

Sustainable Lifestyle – a personal commitment to a lifestyle which supports local and global sustainability displayed through example and advocacy

VALUES

BBIS Berlin Brandenburg International School's enduring values are Pioneering, Reflective, Excellent and Caring.

Pioneering

Pioneering students are courageous, determined and resilient. They explore the unfamiliar. They question assumptions. They seek creative solutions to the challenges they discover. They collaborate with others to achieve personal and shared goals. They put ideas into action.

Reflective

Reflective students are thoughtful, open-minded and considerate. They evaluate feedback and evidence of learning, recognising their successes and setting goals for further development. They inquire into their approaches to learning, identifying conditions and strategies that help them learn well. They learn from mistakes by analysing and attributing causes for failure. They develop growth mindsets. They take responsibility for their own learning.

Excellent

Excellent students have high expectations of themselves. They are passionate about learning, embrace opportunities, and take steps to improve themselves. They are driven to be their best selves. They take learning seriously through high levels of engagement, and commitment to self-development. Excellent students welcome and respond to feedback.

Caring

Caring students are empathic, and principled. They take responsibility for self, others and the environment around them. They are committed to service. They learn strategies to overcome impulsiveness and manage their emotions. They build and develop relationships. They manage and resolve conflict. They act as responsible digital citizens. They consider how they can share their skills to help their peers. Caring students take a stand for diversity, equity, inclusion and justice.

EARLY EDUCATION PEDAGOGY STATEMENT

DEFINITION OF LEARNING

Learning is a lifelong and active process of inquiry in which the learner constructs new meaning about themselves and the world around them by connecting prior knowledge with new information and experiences. Learners’ knowledge, conceptual understanding, skills and attitudes develop and deepen over time. Learning is demonstrated when learners apply, transfer, and adapt their learning to new situations and problems in original ways.

LEARNING PRINCIPLES

High quality learning happens best when ...

... learners feel safe in a positive, supportive and nurturing learning environment where their ideas are valued and respected.

... learning is individualised, using learners’ prior knowledge, interests, learning strengths, linguistic and cultural backgrounds and identities.

... learners have the right balance of challenge and comfort, knowing that success is attainable through perseverance.

... learners receive specific, frequent and timely feedback through a variety of assessments connected to stated learning objectives and outcomes, and use that feedback to practice, retry, rethink, and revise.

... learning is a social activity that allows learners to collaborate, communicate their thinking, and understand and connect ideas from diverse perspectives.

... learners reflect purposefully on their learning, evaluating the effectiveness of their learning and developing an understanding of how they learn best.

... learning is embedded in authentic, real-world contexts, allowing students to achieve personal and shared goals as they discover innovative ways to solve local and global challenges through the inquiry learning cycle.

IB LEARNER PROFILE

BBIS is an IB World School. 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.

As an IB World School, BBIS Berlin Brandenburg International School uses conceptual inquiry to teach the skills and dispositions essential to developing knowledgeable internationally minded individuals.

The Early Education department embodies the school’s mission statement: To inspire everyone in our learning community to be responsible, compassionate global citizens who make a difference through inclusion, innovation and action.

Through the following belief statements, we ensure that the learning rights of our youngest students are recognised, respected, and celebrated.

Children as Bearers of Rights

We value children as citizens and honour their role and ownership in their learning. We listen and collaborate with them to create shared visions of learning. We promote learner agency, which creates a context in which children can advocate for themselves and others.

Wondrous Individuals

We celebrate the diverse and unique identity of each child. We see them as capable meaning makers, intrinsic communicators, and limitless individuals. They show curiosity and determination to think complexly, develop ideas, and make connections to their surroundings.

Learning as a Social Process

We believe that the culture of an empathetic learning community is created by all members. The strong relationships between its members allows for connections where all feel valued, safe, included, and respected.

Role of the Atelier

Creativity is an essential part of childhood development and at the heart of our Atelier. Through exploring and developing skills in visual arts, dance, drama, and music, children are invited to take risks, express themselves in new ways, and see the world through new perspectives. Our specialized Atelier space and educators engage children’s senses, imagination, and curiosity. Our learning is focused on the joy of discovery, the excitement of the process, and the stories that unfold through creative expression.

Learning

We encourage children to take ownership in their learning and become resilient problem solvers. Learning is enhanced through inquiry-driven collaborative learning engagements, using different modes and languages of expression. Learning areas include social, emotional, physical, communicative, and cognitive development, as we focus on developing the whole child.

The Role of Play

We know that play is the holistic and natural way children research, construct meaning, and express themselves symbolically. Opportunities to develop knowledge, skills, and conceptual understandings are created through free and guided play.

Learning Spaces

We believe that the environment is the soil in which children grow, creating grounded connections to space, culture, and nature. Children learn in thoughtfully designed indoor spaces and physically challenging outdoor spaces. Spaces are safe, inclusive, and accessible.

Planning

We collaborate as a community to design for and facilitate teaching and learning that is relevant, accessible, and authentic. Planning is purposeful, intentional, and informed by documentation. We use documentation as a tool to reflect on learning and respond by adapting and refreshing our planning.

Role of the Teacher

We are knowledgeable and skilled educators who are committed to continually learning about optimal educational practices. We draw on the strengths of our community, working collaboratively to provide a program that has pedagogical integrity. We embody the values of compassion, respect, responsibility, equity, and inclusion. We view listening as the means to understand and enact these principles.

EARLY EDUCATION PROGRAMME

A young child's first schooling experience is the foundation of their future. We strive to create a programme where your child will best grow and develop. To help ascertain if BBIS Early Education is the best learning environment for your child, we have a thorough admissions process and encourage new families to join us for a trial which can be arranged through our Admissions Team (admissions@bbis.de).

Our BBIS Early Education Programme empowers our youngest learners to follow their natural curiosity and interests. We believe children construct their own knowledge in many different ways through interactions within their environment, and as teachers, we facilitate this natural learning process.

OUR PROGRAMME

BBIS is an authorised International Baccalaureate school and we follow the Primary Years Programme framework for teaching and learning throughout all levels of the Primary School. Children are natural inquirers, born with the capacity to learn, interact with, and interpret the world around them. In the Primary Years Program, this innate curiosity is central to the learning process and children are challenged to revisit hypotheses and theories that they have in order to develop their critical thinking. Our Units of Inquiry are interdisciplinary and responsive, connecting to topics of interest and significance in the lives of young children. Over the course of the academic year in Early Education, exploration of conceptual understandings are investigated through four Units of Inquiry.

In Early Education we use the developmental objectives from Teaching Strategies. Teachers use this framework of progressive child developmental skills to plan for and document learning, allowing them to individualise instruction to support each child's next step in their development journey. The scaffolded developmental skills are woven into the Units of Inquiry and taught through playful exploration.

Play-based learning is central to Early Education at BBIS, providing our students with a developmentally appropriate approach to engage in skill development and unit investigations. Play is co-constructed between students and teachers and allows opportunities for social, emotional, cognitive, and physical development. Through play, students are encouraged to actively explore and experiment through engaging and hands-on experiences, leading to meaningful and lasting learning.

Environment

We value the environment as a third teacher, playing a central role in fostering meaningful learning experiences. Our classroom spaces are flexible and filled with purposeful materials to promote creativity, natural exploration, and theory building. Our flowing, connected learning environments encourage relationships and a strong sense of community.

Our space is purpose built and composed of areas designed to engage students in their learning, including a designated Atelier, loft areas, integrated play spaces and multi-purpose areas. There is easy access to our playground where students can develop gross motor skills in a safe environment. We also take full advantage of our close proximity to the forest extending our learning into the outdoor environment.

The environment, both indoors and out, is understood to be the third teacher. Therefore, the environment is designed to allow our students to explore their learning in many different ways. Its quality and instructive power foster rich encounters, communication and relationships, which are all crucial to learning.

Our learning spaces promote high levels of independence, offering students opportunities to access materials and manage learning. These flexible spaces provide opportunity for creative play, individually or with peers. Choice is a central feature, where students have sustained time to select their learning experiences based on passions.

In Early Education, we are both careful and mindful of technology use in the classroom. Technology may be used as a resource and a tool to deepen and extend the learning experience. Our focus is to develop healthy habits and skills when using technology.

Language Acquisition

Early language learning is complex. While English is the language of instruction at BBIS, each student's home languages are valued due to its critical role in establishing the foundation for thinking processes, maintaining cultural identity and developing communicative competence. Students develop oral language and symbolic competence, through dramatic, imaginary and cooperative play.

To further develop our students' language skills many of our staff speak German to provide exposure to our host language in a meaningful context. All EE 5 students also receive weekly language lessons from our German Department.

Atelierista

Our Atelier team, made up of a Teacher and Assistant, are responsible for curating a programme that combines the arts (music, movement, visual arts and drama). The Atelier team, works closely in consultation with the homeroom teams. Together they use documentation to observe and plan creative and meaningful hands-on learning experiences that connect to the units of inquiry and students individual creative interests. Our team values process over product and takes interest in the methods, planning, reflection, and thinking that goes into creative expression.

LIFE IN EARLY EDUCATION

CLASSES

The Early Education Department caters for students aged 3 to 6 and is located in a space purposefully built for young children. Students are taught in small groups and focus is on developing each child's potential.

Each class has a homeroom teacher and assistant assigned. Children are grouped according to their age: EE 3, EE 4 and EE 5.

Class Placement

Placement in a grade level on arrival at BBIS is based almost entirely on age.

- **Early Education at BBIS is a three-year programme. Children in Early Education must be 3 years old before 30 September 2025 and younger than 6.**
- Primary School at BBIS is a five-year programme, starting in Grade 1. Children must be 6 years old before 30 September 2025, turning 7 in the school year.

DAILY ROUTINE

A full day in EE is 08:00–14:40, although your child may be on a graduated day schedule, see 'Graduated Day'

The school day starts at 08:00. Please be on time as children who arrive late miss out on learning and community time. When starting school, younger children may need a gentle start initially and this can be discussed with the teachers.

School Hours

08:00–12:00 (first week): EE3
08:00–14:40: EE 3, EE 4 and EE 5

Note: If you travel by PotsdamBus, we strongly encourage you to travel with your child the first week of school.

Morning Arrival and Drop-off

If you need to bring your child before 08:00, please take them to Morning Club, which starts at 07:45. Supervision is provided by the assistants and is located in the Primary Playground. Please do not take your child into the classrooms before 08:00 as teachers are very busy setting up the classrooms.

Lunch

Eating times are social times. We encourage a pleasant and relaxing environment. This is time for shared group conversation with their teachers and other students. Children eat together and can choose lunch from the school catering company before 08:00 am or bring a healthy lunch from home. Hot lunch is served at the cafeteria.

Children choose their own seats and are encouraged to help each other during lunch. They are given responsibilities, such as helping set the tables, and tidying up. Our team models polite behaviour during lunch, and children are welcomed to socialize respectfully while eating.

Inform your teacher and the Nurse if your child has any food allergies or intolerances.

Nutrition

Children concentrate better and learn more if they do not eat a lot of sugar. Please keep this in mind when preparing snacks and lunches for your child and do not send in chocolate or sweets as a snack. We are encouraging our students to make healthy choices when eating and so vegetables and fruit are the preferred snack.

Pick-up and Dismissal

Students are dismissed from their homeroom teacher at 14:40. Parents can meet their children out the front of House 1. Assistants will walk EE bus students to the buses, which leave promptly at 15:00.

Changes to Routine

Please inform the teacher at morning drop off or via e-mail before noon, of any changes to your child's going home arrangements.

Teachers are not permitted to accept changes to the home routine from a child, or another parent. This rule is strictly observed to ensure the safety of children. Emergency changes only can be made during the day by e-mail to your child's class teacher (before twelve) or after 12:00 noon by telephoning the Primary School Office.

Graduated Day

We realize the transition for some of our youngest learners can best occur gradually over time. For students who are needing additional support in place to build up full-day school resilience, a plan will be developed as needed, in partnership with the family, the teacher, and Student Support Services. This plan could include shortened school days, which would gradually increase over a period of time suited to the child's individual needs.



EARLY EDUCATION SPECIFICS

PREPARING FOR SCHOOL

Please send your child to school with the following items clearly labelled with their name:

- **backpack**
- **snack box** with healthy snack
- **water bottle**
- **packed lunch** (if your child is not having school lunch)
- **sheet & blanket** if your child needs a rest/sleep (for EE3 and EE4)
- **indoor house shoes** with rubber sole

We are outside in all weather, so it is essential to provide the appropriate clothing for Berlin weather:

- **sunscreen** and **sun hat** in summer. Please apply sunscreen when you bring your child into EE in the morning and we will help them reapply it later in the day.
- **rain pants, rain jacket, rain boots** (all year)

In colder months:

- **snow pants** and **warm jacket** or a **snow suit**
- **hat, scarf, gloves** and **warm boots**

Children are active all day and engage in hands-on activities. Please send your child to school in **comfortable clothing that can get dirty**.

- **change of clothes** including: socks, underwear, top and bottoms placed in labeled plastic zip top bag in case of toilet accidents or spills and messes.

Note: Please do not bring toys to EE as this causes problems with sharing or with toys getting lost or broken. We will inform you if your child needs to bring anything from home to school.

Our Early Education environment requires a certain level of independence from your child. **Your child must be able to independently manage their toileting process at BBIS.** This includes wiping, flushing, managing clothes and hand washing. If your child is unable to do this, their start to BBIS will be postponed until they can.

CATERING PROGRAMME

BBIS outsources the catering to Katerine GmbH. Hot meals must be ordered online in advance. At the beginning of the school year, BBIS has its own online ordering and payment system, i-NET menu. This will enable individual ordering, cancellations and deposits to be made.

For assistance with catering questions, please contact **Ms Heike Lang-Jock** at heike.lang-jock@bbis.de.

ATTENDANCE

School attendance is directly related to academic progress and is also important for social development. Much of what goes on in an inquiry-based classroom is not replicable at home or transferable to a worksheet format, so missed days cannot be replaced simply by doing work at home. Therefore, all parents are strongly encouraged to adhere to the school's vacation schedule regarding family vacations and not take your children out of school during learning time. Missing more than 10% of the school year (18 days) may jeopardize promotion to the next grade level.

If a student is absent from school due to illness, parents must submit an excusal through iSAMS before 08:30.

If the absence was longer than 3 days, when the child returns to school, parents must send in a doctor's note. E-mail a scanned copy of the medical certificate to the Homeroom teacher and cc the Primary Office (pypoffice@bbis.de). The school cannot give permission for students to miss school for any reason other than illness. If your child needs to miss school for family reasons, parents need to inform the Primary School Principal.

Medical and dental appointments should be scheduled outside of school hours.

If a student is at home and is not feeling well or is running an elevated temperature 37.5 °C or above, please do not send them to school.

Your child should not return to school until they are symptom free (free from vomiting, diarrhea, elevated temperature 37.5 °C) for at least 24 hours. In some cases, a letter from the doctor is required in order to return to school.

If the student is absent due to an infectious disease (please read the Infectious Protection Act section below under Nurse Office), you must notify the school as soon as possible. It will generally be necessary to inform other families in your child's class that an illness has occurred, keeping the identity of the infected child strictly confidential.

ELECTRONIC EQUIPMENT

In EE, all technology to be used in the classroom is provided by BBIS and students are not invited, nor do they need to bring any devices from home to school. As we want to encourage student-student interaction and active play, Primary students may not use any electronic devices unsupervised.

BBIS is not responsible for any thefts or loss of electronic equipment.

FIELD TRIPS

A number of field trips are undertaken each year, during the school day. A permission slip, sent home in advance of the trip, must be signed by the parent for each outing departing school grounds. Children failing to return these permission slips will not be able to participate in the field trip.

Some teachers will also ask parents to submit a digital Walking Trip Permission Slip valid for the whole year. This means that teachers can take their class for a walk outside the school fence, for example to go to the Rathausmarkt or into the forest, without prior specific notification of parents. Teachers will inform the Primary School Office before leaving campus and on their return.

CLOTHING

During the school day children are very active and engage in many sensory experiences which may include paint, sand, and water. We encourage independence, so please support us by dressing your child in comfortable, loose clothing that does not hinder their movement, and can be managed easily. **Please label all clothing with your child's full name, not just initials!** Please keep accessories such as hairclips to a minimum. Jewellery and smart watches should not be worn at school as they may get lost or broken.

LOST AND FOUND

When an unlabelled item is found, it is placed for a month in the Early Education. After that, items are taken to the Whole School Lost and Found.

For ease of retrieval, it is important that all clothing is clearly labelled with the child's name. Parents are welcome to visit the Lost and Found anytime between 07:30 and 16:30.

BIRTHDAYS

We would love to celebrate your child's birthday. Please consult with child's homeroom teacher as to when and how this could be celebrated. Please only hand out party invitations at school if the whole class is invited.

LIBRARY BORROWING

The Library is located in House 1 on the first level and is a purpose-built learning resource hub and has comfortable seating throughout. The Library offers a busy, vibrant service to the entire BBIS community. Our collection includes picture books, board books, early chapter books, fiction, non-fiction, and Home Language books.

Parents are welcome to come to the Library on Monday and Wednesday afternoon from 14:50–15:55 to borrow books under their own name.

Early Education students are welcome to borrow one book per library visit each week. Parents can create their own account and check out a maximum of 30 books at a time.

We do not charge an overdue fee but if a book is lost you have the option of either replacing the book yourself or receiving an invoice from the school with a replacement cost which includes a non-refundable admin fee of 5 Euros per book.

We subscribe to various online resources, including reading resources, home language material and decodable/phonics texts which students can access 24/7. For more information please visit the **BBIS Library homepage** or scan the **QR-Code** shown below.

We welcome book donations in any language, as long as the condition of the books is good and they are needed. Please contact the Library via e-mail at primary.library@bbis.de if you have any further questions.

Library Catalogue





COMMUNICATION

We encourage and support open communication between the school and home. An EE staff member will be ready to greet you in the morning and any essential information can be shared then. You can also arrange appointments with staff if you need more time to discuss any issues.

FROM YOUR TEACHER

E-mail is used for most communication between teachers and parents.

Parents can expect a weekly Homeroom Newsletter, with class specific information: Upcoming dates, Highlights on learning, Announcements, and reminders sent via e-mail through iSAMS. Learning moments are celebrated through Seesaw.

Note: Seesaw has mobile apps that you are encouraged to use.

Teachers check their e-mails during the school day. If you are sending a message that must be received that day, send it first thing in the morning and cc the Primary School Office using the e-mail address pypoffice@bbis.de. You will receive a brief response to know that we have received the message.

Drop-off and pick-up times are difficult for the teacher to give you their full attention, as their priorities are the students. If a teacher needs to speak with a parent regarding a more serious or detailed matter, either a phone call will be made to discuss the issue, or an e-mail sent to arrange a convenient time to meet in person.

FROM THE SCHOOL

The official communication from the school is sent as an electronic newsletter directly to parents and includes information from the Director, the PTA and other relevant school news.

Once a month the Principal hosts a monthly coffee morning. This may be an informal gathering, or a more formal presentation when needed.

You will often find the Principal, or a member of the Primary Leadership team at the front of House 1 in the mornings and afternoons.

YOUR CONTACT DETAILS

It is the parents' responsibility to keep their contact information up to date. Please send all changes of telephone numbers, addresses, etc. to the homeroom teacher as well as the Primary School Office and the Admissions Office.

Primary School Office
pypoffice@bbis.de

Admissions Office
admissions@bbis.de

PARENT TO TEACHER

It is essential that parents are aware that they may speak to their child's teacher as often as needed. This can be achieved by written note, by a phone call, e-mail, or by way of a short verbal request. **It is, however, not appropriate for a parent to discuss an issue while other students are present during the school day, as this distracts from the teacher's ability to support the students.** Our staff will gladly meet with parents during a mutually convenient time.

If parents have a concern, it must first be discussed with the relevant teacher. If a solution is not found, the next step is to bring it to the attention of the Primary School Principal.

REPORTING

Early learning and development is often non-linear. The EE team observes closely, noticing student thinking, interests and theories about themselves and the world around them. Our teachers work responsively, and provide individual pathways based on their observations.

Teachers celebrate and share learning with families in a number of ways.

- Seesaw (online learning journal)
- Participation in cultural/seasonal celebrations and events
- Formal reporting

There are also four formal reporting opportunities per year:

September: Parents have an individualized goal-setting meeting with the teacher for which the child is not present. The teacher will share initial observations and assessments. Goals will be set for the first part of the year based on parent and teacher input.

December: An evaluative report is sent home where comments in each subject area are used to show progress along a continuum based on grade level learning goals. If there are any areas of concern, this will be clearly indicated.

March: Student Led Conferences are prepared by the students and teachers, but the conference itself is led by the student as they show their parents work samples and carry out specific tasks. In this way, the students personally demonstrate their knowledge and reflect on their learning journey to their parents.

June: A second evaluative report is sent home commenting on progress throughout the second semester.

Parents are always welcome to contact their child's teacher to set up a convenient time to meet if they have any questions about how their child is progressing. If a child is not working at grade level parents will have been informed ahead of any formal reporting period.

STUDENT CHARTER

Our BBIS students developed this Charter of Student Rights, which outlines the rights that we believe each of our students should have in our school:

Rights

- To feel and be safe
- To learn
- To be respected
- To have physical and emotional needs met
- To develop as an individual and as a valued member of the community

Responsibilities

- Be Responsible
- Be Respectful
- Be Honest
- Be Safe

These Student Rights and four simple responsibilities apply to all students in all grade levels, and they lay the foundation for our students to learn and work in a caring, respectful, and safe environment. These four rules are consistent with the IB Primary Years Programmes’ Student Profile.

Staff members are committed to treating students with respect at all times. Together with all of our students, we aim to create an environment that values the differences that our students bring to school, while appreciating all that we share as an international body.

BEHAVIOUR POLICY

To support our students to identify and meet in behaviour BBIS staff will give clear expectations on behaviour, identify boundaries, and provide the necessary support for them to make a positive change.

DIVERSITY, EQUITY AND ANTI-RACISM (DEAR) AT BBIS

Our mission at BBIS is: To inspire everyone in our learning community to be responsible and compassionate global citizens who make a difference through inclusion, innovation, and action.

One of the key words in our mission is inclusion. This is one word that has a powerful impact on the sense of belonging and community of BBIS. After years of having wonderful student-led committees such as the Social Justice Committee and the Gender Sexuality Alliance, we have introduced a Diversity, Equity, & Anti-Racism (DEAR) Coordinator to support the many initiatives taking place within the school community. These initiatives include, but are not limited to, cultural celebrations, educational opportunities for students, staff, and parents on inclusivity, and auditing our curriculum to better address our students’ needs and a diverse, global perspective.

voice@bbis.de

The purpose of the e-mail address is to have a central place where students, staff and parents can contact a core team of adults to report racist, homophobic, xenophobic and discriminatory behaviour and language that has either been experienced and/or witnessed within our school.

The development of this e-mail address has come through discussions with our student community and recognising there is a need to give not only students, but staff and parents, a voice to report incidents. The e-mail address was chosen by a group of students from the Gender and Sexuality Alliance group, the Social Justice Committee, The Sunflower Club and Primary Student Council. This e-mail address also supports our Mission Statement to be ‘inclusive’, ‘innovative’, and ‘active’, in all we do.

The e-mail will be received by a core team:

Lisa Roy – Deputy Primary School Principal
Steve Crossley – Head of Boarding
Dan Stiles – Deputy Secondary School Principal

The aim for this e-mail address is to:

1. Provide a discrete and convenient method of reporting incidents.
2. Endeavour to provide a response to the reporter within 24hrs of a report being received.
3. Provide accountability for the Core Team to take action.
4. Gather data on any incidents and harm being perpetrated in our school.



STUDENT SUPPORT SERVICES

LEARNING SUPPORT

The Student Support Services team offer a range of services across the school in order to support students who have identified as needing additional learning support, English language acquisition and development, and social emotional development. The team consists of a School Psychologist, School Counsellors, Learning Support, EAL (English as an Additional Language), and an Early Education Inclusion Specialist. Referrals to the department can be made either by homeroom teachers and staff, caregivers and /or the students themselves. Services and interventions are always developed in conjunction with the caregivers and school staff, and are based on individual needs in the form of targeted interventions, small group work and / or booster programmes. Further information can be found in the "Student Support Services Handbook – A Guide for Caregivers and Students".

THE EARLY EDUCATION INCLUSION SPECIALIST

The Early Education Inclusion Specialist specifically works in collaboration with teachers, families, external providers and the Learning Support team to help meet the needs of our youngest learners. They promote whole-school inclusive and well-being practices and assist the teaching and learning processes within the school. They promote the importance of differentiation and student agency in teaching practices and consistently seek to find ways to focus on meaningful student-centred learning for children of all backgrounds and abilities.

In the early years our Early Education Inclusion Specialist focuses on social-emotional needs. Our preventative approach is to teach young children about common social-emotional concepts, learning about our emotions, and to develop their self regulation and coping skills. The Inclusion Specialist also responds to commonly observed emotional difficulties, such as managing transitions and friendships as a young child. This can include working with an individual or small group of children to target the learners' individual goals.

Additional services by the Inclusion Specialist include confidential consultations with caregivers and supporting them with accessing additional services, such as external therapists or further medical appointments.

ADDITIONAL EXTERNAL SERVICES

We are fortunate to liaise directly with a number of external professionals who work under a private contract with caregivers. On campus, we work with physical, play, and speech therapists who work with our students in a tailored therapy environment. We also help families to connect to other service providers in Berlin and Brandenburg, with special focus on finding services in the child's preferred language. The Early Education Inclusion Specialist liaises with these professionals to develop and manage the goals of the student within the school and home setting.

SCHOOL COUNSELLING

Our Primary School Counsellor works with primary school children, their families, and their teachers to support the personal, social and emotional growth of BBIS primary students. The Primary School Counsellor takes a preventative approach by delivering social-emotional guidance lessons in classrooms, aimed at developing resilience and coping skills from an early age. With consent of parents, the Primary School Counsellor also offers confidential individual counselling sessions to students presenting with social-emotional needs. In case the interventions do not yield the desired effects, the counsellor can also connect your family or your child with local services for additional support. These can range from occupational therapy, parent coaching, family support, further medical or psychometric diagnostics to short-term child psychotherapy.

Additional services by the Primary School Counsellor can include confidential consultations with parents, supportive meetings with staff members, classroom observations, and the use of social-emotional screening tools to determine students' individual needs and support these appropriately.

Collaboration between counsellor, parents and staff is key in supporting your child as best as possible. The goal of the counsellor is to maintain your child's mental well-being by identifying support systems both inside, and outside of school. By addressing the social-emotional needs of all primary students, the counsellor aims at promoting a positive learning experience at BBIS.

PROMOTION AND RETENTION

Learning looks and feels different to everyone. We value the individuality and uniqueness that each child brings. With this comes strengths and areas of development that differ from child to child. Our team's responsibility is to differentiate learning opportunities and experiences in order to appropriately challenge the individual.

The school does not believe that grade retention or promotion should be based solely on academic achievement, but must take a holistic approach considering the child's maturity and social development. When promotion and retention is discussed, the following factors are taken into account: social, emotional and physical development, academic progress, prior educational background, language development, age and parental support. Retention and promotion out of the age group are rarely recommended in the Primary School and only if the school feels confident that changing grade levels is beneficial for the student.

The Principal will make the final decision regarding retention or promotion after conferring with all interested parties: teachers, parents, the School Director, Learning Support, and the School Psychologist.

SCHOOL NURSE

MEDICATION

All first aid, medication, and other health matters are administered by the School Nurse. Students are not allowed to administer any medications to themselves and parents are required to inform the school whenever it is necessary for a child to take medication during the school day. All medication must be given to the School Nurse along with a Medication Authorisation Form – filled out and signed by the child's parents and pediatrician. All prescription medication must be sent to the school in a clearly marked container (child name and class). A Medication Authorization Form is available from the Nurse's Office.

EMERGENCY INFORMATION

It is extremely important that we have current phone numbers of each parent and trusted guardians in case of an emergency. Please check your details regularly on ManageBac, to ensure we have current phone numbers of the parents and guardians in case of an emergency.

It is the parent's responsibility to keep contact information up to date.

All changes of telephone numbers, addresses, etc. must be sent to the Homeroom teacher as well as the Primary School Office and the Admissions Office.

Primary School Office: pypoffice@bbis.de

Admissions Office: admissions@bbis.de

HEALTH RECORDS

It is crucial that we have up to date information on your child's health. All new students are required to complete a health record. Please communicate directly with the Nurse Office. Health records are kept in the Nurse's Office and are held in strictest confidentiality.

It is the parent's responsibility to keep health information up to date.

VISITS TO THE NURSE

If a student is injured, they will be taken to the Nurse's Office. If the incident is of a minor nature or one requiring first aid, it will be treated by the nurse. If it requires a visit to a doctor or emergency room, the parent will be called and advised of the situation. The school must always err on the side of caution.

Students who become ill during the day will also be sent to the Nurse's Office. The nurse will assess the situation and may decide to call the parents to pick them up. If a student is at home and is not feeling well or is running an elevated temperature (37.5 °C) please do not send them to school.

INFECTION PROTECTION ACT

Advice for parents and other persons having the care and custody in accordance with §34, paragraph 5 P. 2 Infection Protection Act (IPA).

According to the Infection Protection Act, parents must inform the school, if their child has contracted a serious infectious disease. These include: diphtheria, cholera, typhoid fever, E coli diarrhea, active lung tuberculosis, meningitis, impetigo contagiosa, pertussis, measles, meningococcal-infections, mumps, scabies, scarlet fever, hepatitis A or E, chicken pox, shigellosis, gastroenteritis caused by EHEC, infectious diarrhea caused by virus or bacteria, polio, and ebola. When necessary and to prevent the spread of the disease, the families of the children in the particular grade level and or different sections of the school will be notified – keeping the identity of the infected child strictly confidential.

When parents notice that their child has contracted head lice or nits, they are also required, under the Infection Protection Act, to inform the school. In the case of head lice infestation in school, the student will be sent home and the parents of the children in the same grade level and possibly other areas of the school will be notified – keeping the identity of the infected child strictly confidential. After a successful treatment, the student is allowed to return to school only with a written statement from the parents stating that a treatment was completed according to instructions. Please refer to the Nurse Office with any further questions about head lice or nits.

If the student is absent due to an infectious disease or head lice you must notify the school as soon as possible.

If a household member living with the child contracts an infectious disease listed in the Infection Protection Act, the child needs to stay home and the parents are required to inform the school.

In all cases of the infectious diseases listed in the Infection Protection Act, the School Nurse will inform the Gesundheitsamt and provide the local health authorities with all the required information. The advice received by the Gesundheitsamt must be followed.

Should you have any further questions about health issues, you can contact your family physician or your local health authorities. The School Nurse Office is also available to support your family with any questions.

BUS TRANSPORTATION

The service at BBIS is outsourced to the firm PotsdamBus GmbH: info@potsdambus.de. Information regarding bus routes and times will be distributed in the summer mailing, and again during the first week of school.

Note: The bus company does not provide booster seats or adult supervision, so this service may not be appropriate for children under five years old.

BEHAVIOUR GUIDELINES

When considering if your child is ready to travel on the bus, please consider the following expectations. If your child will be unable to meet these expectations, then an alternative method of travel will be required.

Bus Expectations

BBIS and PotsdamBus have the following expectations:

- EE Students must be accompanied by a responsible older buddy, organised by the parents.
- EE – Grade 5 school students should sit in the front half of the bus.
- Students must remain seated, with seatbelt fastened, for the entire journey.
- Students must speak using a reasonable volume.
- Students must use kind language.
- Students must obey all directions given by the driver.
- Students must keep the bus tidy.

Bus Essential Agreements

To assist children in meeting the expectations above, four simple agreements are made:

- Keep seat belt fastened
- Use kind language
- Show respect
- Talk in whisper

A detailed bus behaviour rules sheet will be distributed to students during the first week of school. Students who fail to follow the rules will receive:

- A verbal warning.
- A written warning forwarded to the parents.
- Suspension from bus service for 2–5 days (relative to the severity of the misbehaviour).
- Long-term suspension from the bus service.

BUS CHANGES

Should a temporary change to the established normal routine be necessary, arrangements must be made with both PotsdamBus and the Homeroom Teacher. To change the plan for your child's normal routine, please send a written note or an e-mail to the homeroom teacher before 12:00. If no one has confirmed the change by 14:00, call the **Primary School Office: +49 (0)33203 8036-125** and inform **PotsdamBus**.

No changes after noon can be guaranteed, and a phone call to the Primary School Office will be required.

BUS PICK-UP/DROP-OFF

If the bus arrives at a child's bus stop and there isn't an adult there to meet them, the bus driver will wait for 3 minutes while calling PotsdamBus Office and informing them of the circumstances. The PotsdamBus Office will alert the school and the family. Unless alternate arrangements can be made, the bus driver will complete their route, keeping the child on the bus. At the end of the route, the bus will return to BBIS and the child will stay with Security at the reception at the school entrance, under the supervision of the Security Guard until they can be picked up.

When busses arrive at school in the morning EE students are escorted from the bus to Morning Care in the playground where they will be supervised until school starts.

In the afternoon children who go home by school bus will be taken to the bus by an Early Education staff member.

SECURITY

All adults on campus are required to wear an identifying badge. They can pick up a badge at the Security Reception at the front gate. They are asked to return it to the front gate when leaving campus. Parents will be issued permanent badges at the beginning of the school year. Please have them visible when on campus.

VISITING STUDENTS

Prospective students are offered the chance to spend a day or two in the school. This is arranged through the Admissions Office.

BICYCLES

Those students living in close proximity to the school are welcome to ride their bicycles to school. The bike racks are located at the front entrance to House 1 and House 2. It is strongly recommended that bikes be locked while at school. The school may not be held responsible for any lost or stolen bicycles, or parts or accessories thereof, located on school grounds. All students are encouraged to wear helmets.

PARENT TEACHER ASSOCIATION (PTA)

The Parent Teacher Association (PTA) at BBIS is an organization of parents and staff who volunteer their time and talents throughout the school year to help in these important areas: fostering school spirit and cooperation within the school community, enriching student life at BBIS, and bringing home and school closer together. One of their primary outcomes is facilitating deep and lasting friendships between families at BBIS.

In order to make this a great school year, we invite and encourage your participation. The PTA communicates directly with all parents via regular e-mails, where you will find information about upcoming events, meetings, and ways to participate.

All parents, teachers and staff are considered de facto members of the PTA. You can learn more about PTA activities by visiting their website <https://www.pta-bbis.de/> and feel free to contact them at pta@bbis.de.





BBIS Berlin Brandenburg International School

Genehmigte Ersatz- und Ganztagschule Klasse 1–10, Anerkannte Ergänzungsschule Klasse 11–12

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