



PRIMARY SCHOOL GRADE 1–5

A GUIDE FOR PARENTS AND STUDENTS

CONTACT INFORMATION

Primary School Principal

Kate Mancarella
Telephone +49 (0)33 203 80 36-125
E-mail kate.mancarella@bbis.de

Deputy Primary School Principal

Lisa Roy
Telephone +49 (0)33 203 80 36-118
E-mail lisa.roy@bbis.de

School Director / CEO

Beth Dressler
Telephone +49 (0)33 203 80 36-186
E-mail beth.dressler@bbis.de

Primary School Office

Anne Davids
Telephone +49 (0)33 203 80 36-267
Patricia Murray
Telephone +49 (0)33 203 80 36-125
E-mail pypoffice@bbis.de

IB PYP Coordinator

Maureen Sackmaster Carpenter
E-mail maureen.sackmaster@bbis.de

Admissions Office

Telephone +49 (0)33 203 80 36-334 / 184 / 119
E-mail admissions@bbis.de

Head of Student Support Services

Jonathan Matthews-Hirsch
Telephone +49 (0)33 203 80 36-124
E-mail jonathan.matthews-hirsch@bbis.de

School Counselling

Bonnie Tanz
Telephone +49 (0)33 203 80 36-142
E-mail bonnie.tanz@bbis.de

Nurse Office

Telephone +49 (0)33 203 80 36-157
E-mail nurse@bbis.de

Primary School Library

Telephone +49 (0)33 203 80 36-191
E-mail primary.library@bbis.de
E-mail theresa.kemp@bbis.de
E-mail tamzin.wood@bbis.de

iSAMS AND SEESAW

iSAMS, Seesaw and e-mail are the primary methods 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. All staff read their e-mail at least twice during the day (at the beginning of the day and at the end of the school day).

PRIMARY SCHOOL OFFICE HOURS

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



CONTENT

CONTACT INFORMATION	2	STUDENT CHARTER	20
iSAMS und Seesaw	2	Behaviour Policy	20
Primary School Office Hours	2	Diversity, Equity and Anti-Racism (DEAR) at BBIS	21
PRINCIPAL’S WELCOME	5	STUDENT SUPPORT SERVICES	22
BBIS MISSION AND GUIDING STATEMENTS	6	School Counselling	22
Mission	6	English as an Additional Language (EAL)	22
Guiding Statements	6	Learning Support	22
Values	7	Promotion and Retention	22
Definition of Learning	8	NURSE OFFICE	23
Learning Principles	8	Medication	23
IB Learner Profile	8	Emergency Information	23
PRIMARY SCHOOL GRADES 1–5 PROGRAMME	10	Health Records	23
Our Beliefs about ...		Visits to the Nurse	23
... Children	10	Infection Protection Act	23
... Teacher	10	BUS TRANSPORTATION	24
... Environment	10	Behavior Guidelines	24
The Whole Child	11	Bus Changes	24
Home Language	11	Bus Pick-up / Drop-off	24
Homework	11	SECURITY	25
Class Placement	11	PARENT TEACHER ASSOCIATION (PTA)	25
LIFE IN PRIMARY SCHOOL	14		
Classes	14		
Daily Routine	14		
Preparing for School	14		
Catering Programme	14		
Attendance	15		
Education Technology	15		
Field Trips	16		
Extra-Curricular Activities	16		
Dress Code	16		
Lost and Found	17		
Physical Education	17		
Library	17		
COMMUNICATION	19		
From your Teacher	19		
From the School	19		
Parent to Teacher	19		
Reporting	19		

PRINCIPAL’S WELCOME

Dear BBIS Primary School Families,

Welcome to the Primary School at BBIS. The Primary years provide the foundation upon which learning is built and we are delighted to be part of your child’s educational experience.

BBIS is known as a leading, inclusive international school that uses research and best practice to inform our approaches to learning. Over more than 30 years BBIS has proven to be adaptive, creative and empathetic and more than ever before, a pioneering and caring community. 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 educators provide a warm, welcoming, and supportive learning environment to facilitate your child’s 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) as a framework to form our curriculum. Its inquiry-based and 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:

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.

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.



PRIMARY SCHOOL GRADES 1–5 PROGRAMME

The Primary School caters for students from ages 3–11 with two programmes:

- Early Education, three-year programme
- Grades 1–5, five-year programme

The Early Education programme caters for students aged 3–6 and is located in a purpose built environment for young children, in the lower half of House 1. Please see the Early Childhood Handbook for further details.

The Grades 1–5 programme caters for students ages 6–11.

BBIS provides its Primary students with a collaborative environment in which to learn through a challenging, comprehensive, and engaging curriculum, the International Baccalaureate’s enhanced IB Primary Years Programme (IB PYP).

OUR BELIEFS ABOUT ...

We believe all students are capable, resilient, knowledgeable and curious, an agent for their own learning. Students bring with them their own theories, and experiences, and learn best when they are empowered through choice and ownership. When they discover that they have a voice that is worth listening to – we call this ‘learner agency’.

... Children

- To be curious and eager to learn.
- To ask questions and initiate inquiry.
- To make choices and decisions.
- To learn collaboratively with others.
- To reflect and take positive action.
- To contribute to and participate in the learning community.

... Teacher

- To strive to meet the needs of each individual child.
- To create a stimulating environment and climate for learning.
- To encourage academic, social, and emotional growth.
- To be a role model.

... Environment

Our BBIS learning environment, both inside and out, is dedicated to the creative, curious and caring qualities of children. Our facilities have been purposefully created for our learners, capitalising on our natural environment, leveraging the qualities of space, nature and light. Our spaces are designed around the child’s learning needs, creating an environment for the child that speaks of optimism, care, playfulness and growth.

We are privileged to be nested in tranquil surrounds, which extend our learning beyond the classroom walls. Local walks through our forest, down to the lake are encouraged. We value our host culture and take every opportunity to take part in field trips in and around Berlin that support our curriculum goals.

The Whole Child

We believe in educating the whole child through positive reinforcement by peers, parents and teachers. When children need help, we consider the child’s needs and plan to support them. Our goal is not only to get the students to cooperate and do the right thing, but also to develop self-management skills, build capacity to be resilient, and to self-regulate their emotions.

Home Language

We cherish all languages and strongly believe in the importance of each student continuing to develop their strongest language. We therefore seek out opportunities within the curriculum to refer to, use and study examples of other languages.

We support the main languages of our student body: German, English, Russian, Arabic, Ukrainian, Korean, Dutch, and Hebrew. If any other language has more than five mother tongue speakers in Primary School we endeavour to support it by engaging a Home Language Tutor.

The focus of the Home Language Programme is on teaching literacy and thinking skills that can transfer into the Homeroom class. An additional aspect of the Programme is the opportunity for cross cultural exchange with the larger school community, cultural identities and the nurturing of global citizens within the school.



For more information on the Home Language Programme, see the Home Languages flyer.

Homework

Research shows there is little benefit to homework in the Primary school years. This is especially true in an inquiry-based programme such as the IB PYP. Sending home a pack of worksheets that are not closely linked to the classroom learning is of questionable value.

Our approach to home learning is to sometimes assign a small amount and to have a clear purpose for what is assigned. We differentiate home learning as needed to meet individual student needs. Home learning serves several purposes depending on the type of work assigned.

- **Category 1:** Rote practice of skills: Word Study, math facts drill, etc.

Purpose: Provide ongoing individual practice and reinforcement, often through educational computer Applications

- **Category 2:** Application of a newly learned concept such as order of operations in math or paraphrasing in language, etc.

Purpose: A means of sharing school-home-school, about the student’s progress and about the class curriculum.

- **Category 3:** Projects such as interviewing parents about events in their lives, or assignments that ask students to research a topic they have chosen for themselves

Purpose: A means for children to connect their school learning with their home language and culture. It is also an opportunity for a student to pursue their personal interests and passions.

If home learning is causing undue stress in your home, please let the teacher know about the problem.

Class Placement

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

- **Early Education** is a three-year programme, the child must be 3 years old before 30 September 2025 and younger than 6.

- **Primary School** is a five-year programme:

Grade 1: Child must be 6 years old before 30 September 2025, turning 7 in the year

Grade 2: Child must be 7 years old before 30 September 2025, turning 8 in the year

Grade 3: Child must be 8 years old before 30 September 2025, turning 9 in the year

Grade 4: Child must be 9 years old before 30 September 2025, turning 10 in the year

Grade 5: Child must be 10 years old before 30 September 2025, turning 11 in the year



LIFE IN PRIMARY SCHOOL

CLASSES

Students are taught by a class teacher (homeroom teacher) who provides instruction in the core subjects: Language Arts, Mathematics, Science, Social Studies, Educational Technology and Personal Social Health Education. Specialist teachers teach the following subjects: Physical Education, German, Library, Music and Art.

DAILY ROUTINE

Morning Arrival and Drop-off

Supervision in the Primary Playground is offered from 07:45–08:00. Students who arrive earlier than 7:45 are not supervised. Busses arrive at approximately 07:55 and students should go directly to the Primary Playground. School starts promptly at 08:00. Please ensure your child arrives on time.

Recess

All students go outside for recess and it is important that your child dress appropriately for the weather.

Lunch

Primary lunch is served from 11:30–13:00. All students in the Primary School eat lunch in the cafeteria with their peers in 20–25 minute sittings.

In order to keep the cafeteria pleasant and relaxing, students are asked to remain seated throughout the lunch period. Before leaving their seat to use the bathroom or clear their plate, they should raise their hand and wait for one of the people on duty to give permission. Students are asked to be respectful, talk quietly with those eating at the same table, and be courteous to everyone in the cafeteria.

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 class at 14:50. Early Education and Grade 2 teachers accompany students to outside House 1 or House 11 where parents can pick up their children. Grades 3 to 5 are dismissed on their own. Busses leave promptly at 15:00. There is no supervision after school.

PREPARING FOR SCHOOL

Please send your child to school with the following:

- **backpack**
- **snack box** for morning snack
- **healthy snack** and reusable **water bottle**
- **packed lunch** if your child is not having school lunch
- **PE clothing** (at least 1 full set) incl. 1 pair PE shoes (white soled)

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

- **sun hat** (apply sunscreen before school in summer)
- **rain jacket**
- In winter: **hat, scarf, gloves, snow pants, and warm boots**

Younger learners (Early Education–Grade 2):

- **house shoes**
- **rain boots** and **rain pants** (if class goes into the forest in inclement weather)
- **change of clothes** (socks, underwear, top and bottoms placed in labeled plastic zip top bag) in case of accident, or wet from recess

CATERING PROGRAMME

BBIS outsources the catering to Katerine GmbH. Hot meals must be ordered online in advance.

BBIS has its own online ordering and payment system, i-NET menu. This system allows users to make individual orders, kiosk purchases, cancellations and deposits, and to make cashless payments in the Cafeteria using a personal ID card. The ID cards can be picked up at the FM Team in House 3 office 3333.

ATTENDANCE

Monitoring Attendance

Attendance is taken at the start of the school day in the Homeroom. Parents can view their child's attendance using the iSAMS parent portal by selecting 'lesson registration'.

Arriving late

Students who arrive after 08:10 will be marked as late.

Leaving Campus for an Appointment

If a student needs to leave school during the school day for an appointment, parents must send a leave request through iSAMS before 08:00. We will not allow students to leave without parental permission having been provided. It is good practice to pick up your child from their classroom or the Primary Office.

Leaving Campus due to Sickness

Students should report to the Nurse's Office (House 2) who will contact parents/guardians as necessary. The Nurse team will excuse the child on iSAMS and notify the reception that the student will be collected.

Attendance: Requirement to attend School

School attendance in Germany is mandatory (Schulpflicht) and the school has an obligation to monitor attendance.

If a student is absent for more than 10% of a school year (18 days), we start to consider if retention is necessary as the student would have missed a significant amount of school.

Students participating in BBIS field trips, representing BBIS at a sporting event or ECA will be considered as present for reporting purposes.

Attendance: Notifying School of a Student Absence

Parents must notify the school on the first day of an unplanned absence by 08:00, using the iSAMS parent portal.

- On iSams, go to "absences"
- Set the time students will be missing from school
- Choose 'All day' or choose a specific time if the absence is for a medical or other appointment during the school day.

A doctor's note is required for all absences longer than 3 days. This should be uploaded into iSAMS through the parent portal. If the school has concerns, in exceptional circumstances a doctor's note may be requested for absences shorter than 3 days.

Parental Absence

If you will be leaving a student in the care of a guardian or sibling (over the age of 18), this needs to be communicated to the Primary Office Team, along with the contact details of the local guardian.

EDUCATION TECHNOLOGY

BBIS is a wireless environment. Students must note that computer-use and free internet access are privileges at BBIS. Misuse of this service will be considered a serious infraction. We are committed to ensuring that students' use of mobile devices enhances learning and does not detract from social interaction and privacy of students and staff. iPads are used to support learning will be provided by the school in Primary.

As we want to encourage student-student interaction and active play, Primary students may not use any electronic devices unsupervised. Through PSHE lessons, assemblies and parent education opportunities, BBIS supports the community in using cyber safe practices and digital citizenship.

If your child is to bring a mobile phone/smart-watch to school, this must be set to silent and stored away while on school premises. Parents are asked not to call students during school day on their device but to call the Primary School Office and the message will be passed on to your son or daughter.

Students are not required to bring any mobile devices to school, and should only do so with parental/guardian consent. BBIS is not responsible for any thefts or loss of electronic equipment.

FIELD TRIPS

A number of school-sponsored field trips are undertaken each year. These usually occur during the school day but occasionally, (for example outing to a special performance) they may take place outside of 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.

You have been asked to sign a general **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 woods, without prior specific notification of parents. Teachers will inform the Primary School Office before leaving campus and on their return.

Each year students in Grade 2–5 attend a grade level overnight trip at Schloss Leizen. The aim of the trips is to develop skills such as independence, responsibility, self-management and to learn about important curriculum knowledge. It is expected that all students attend these trips.



For more information on *Schloss Leizen*, scan this QR code.

EXTRA-CURRICULAR ACTIVITIES

The Primary School has a wide variety of extra-curricular activities on offer throughout the school year. These activities may include soccer, karate, dance, badminton, pottery, chess, first lego league (FLL), instrumental lessons, and others.

The ECAs are organized into three terms per year with different offerings in each term. Many activities are sponsored by classroom or specialist teachers, some are offered by outside providers. Full ECA information will be shared with you by the ECA Coordinator including activities descriptions, dates, day(s) of the week offered, times, cost, and other relevant information.

DRESS CODE

We want students to take responsibility for dressing for school while maintaining autonomy and cultural integrity. Students must be neatly dressed in clothing appropriate for an Early Education – Grade 12 multicultural, international, school environment. Clothing must not distract from the school being a serious and respectful learning environment.

Dress Code Guidelines:

- Students must wear clothing, including a shirt (shirt, t-shirt, polo shirt) with pants (trousers or shorts) or skirt, or the equivalent (for example dresses or leggings), and closed-toe shoes
- Shirts and dresses must have fabric in the front and on the sides
- Clothing must cover undergarments (not including straps)
- Fabric covering all private parts must not be see-through
- Specialized courses may require specialized attire, such as sports kit or safety gear.

LOST AND FOUND

When an item is found, it is taken to the Lost and Found.

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

PHYSICAL EDUCATION

We strive to encourage our students to understand the importance of safety and hygiene during their PE lessons and sport activities. The school thrives on the high standards of both participation rates and student appearance for all PE lessons.

Students in Grade 1–5 require the following for each PE lesson:

- Change of shoes, 1 pair of non-marking sports shoes for exclusive indoor use
- Navy blue BBIS t-shirt/polo shirt
- Navy blue BBIS shorts (tracksuit in cold weather)
- White sport socks

The PE dress code goes hand-in-hand with a safe and positive learning environment at BBIS. All students are expected to dress accordingly for ALL their PE lessons and according to the PE dress code. Items can be bought from the school shop.

On days when your child has PE, they should wear the BBIS PE kit to school. They can change into their PE sneakers at school.

Note: If your child is unable to participate in PE on medical grounds, please send an e-mail to their PE teacher and copy their homeroom teacher explaining the reason. They will still go with the class to PE.

LIBRARY

The Library is located in House 1 on the first level and is a purpose-built learning resource hub with comfortable seating throughout. The Library offers a friendly and 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 afternoons from 14:50–15:55 to borrow 30 books for 30 days under their own name.

Students are responsible for all books checked out under their own name. Books must be returned on the due date, to the "Book Return" box or circulation desk in the Library.

We do not charge an overdue fee, but if a book is lost or damaged 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.

The Library has OPAC access for students to search the Library catalogue. Each class is given the opportunity to visit the Library once a week as a class. All students may visit the Library during each recess.

We subscribe to various online resources which students can access 24/7. For more information please visit the **Library page** under Student Support on the school website or <https://uk.accessit.online/brl04/#!landing> page. The **QR code below** will take you there as well.

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.

FROM YOUR TEACHER

E-mail and Seesaw are used for most communication between teachers and parents. Parents can expect a weekly Homeroom Bulletin, with class specific information sent via e-mail from iSAMS. Upcoming dates, highlights on learning, announcements, and reminders are celebrated through Seesaw. Seesaw is your child's electronic learning journal and provides examples of ongoing learning.

Note: Both iSAMS and Seesaw have mobile apps that you are encouraged to use.

Teachers check their e-mails at least twice a 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 pypoffice@bbis.de. You will receive a brief response to know that we have received the message. We aim to respond to your e-mail within 24 to 48 hours.

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 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. Parents can expect a weekly Principal's Bulletins.

Once a month the Principal hosts a monthly coffee morning either online or face to face. This may be an informal gathering, or a more formal presentation when needed. You will often find the Principal at the front of House 1 in the mornings.

It is the parents' responsibility to keep their contact information up to date. Please send all changes of telephone numbers, addresses, etc. to 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, who will help to solve the situation.

REPORTING

There are four formal reporting opportunities per year:

September: Parents have an individualized goal-setting meeting with the teacher. The child may or may not be present. The teacher will share initial observations. Goals will be set for the first part of the year which include student, parent and teacher input.

December: An evaluative report is sent home where check marks 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: The final reports are primarily narrative, but include check marks in each subject area to show progress along a continuum.

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 the report.

STUDENT CHARTER

Our 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, they lay the foundation for our students to learn and work in a caring, respectful, and safe environment.

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.

Each class will develop their own set of classroom rules, called Essential Agreements. These describe how the students and teacher agree to be and work together in order to ensure that all students have their Student Rights met. We hope to work together – school and home – to build skills and understandings that will lead to children making thoughtful choices and be able to handle their emotions.

Conflicts are a normal part of any community and BBIS has few real discipline problems. Most incidents only need a verbal reminder. All teachers, assistants and administrators are encouraged to speak to any student they see about their behavior, whether it is positive or negative as immediate feedback and consistency are most effective.

Peacemakers are an active group of Grade 4–5 students who volunteer to make the playground a safe and pleasant place. They receive a full day of training in conflict resolution strategies and use of the ‘peace bridge’ and then have duty times on the playground where they are available to help mediate any conflicts that may arise.

BEHAVIOUR POLICY

Positive reinforcement will be given by teachers, assistants, and administration. When children need help with this we consider the child’s needs and plan to support them.

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

We have a positive behaviour policy where we reinforce the behaviours we want to see in positive ways. We approach mistakes as opportunities for learning and growth. We apply a restorative approach to student behaviour and support students to resolve their conflicts in a restorative way.

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, this past year 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 Principal of Secondary School

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.

voice@BBIS.de

STUDENT SUPPORT SERVICES

SCHOOL COUNSELLING

A school counsellor is available to assist parents and teachers in guiding the personal as well as social and emotional growth of the children. Services include consultations with parents and staff members and classroom observations and some screening to determine students' individual needs. The school counsellor will also maintain a current list of local services offering assistance in a variety of special needs areas.

The school counsellor may work with individuals or with small groups on common challenges such as: friendship, communication, transitioning issues or conflict resolution.

In case the interventions do not yield the desired effects the school counsellor can also connect your family or your child with local services for additional support. These can range from occupational therapy, parent coaching, family supports, further medical or psychometric diagnostics to short-term child psychotherapy.



For more information on BBIS counselling services, please scan the QR code.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Students in Grades 1–5 who are learning English will receive extra support from specialist teachers. The focus is reading, writing, listening and speaking and the EAL teachers work with the classroom teacher to develop skills in these areas.

LEARNING SUPPORT

The Student Support Services team and department offer a range of services across the Primary School in order to support students with identified learning issues (Learning Support). Referrals to the department can be made either by homeroom teachers and staff, parents and/or the students themselves. Services and interventions are always developed in conjunction with the parents 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 Parents and Students".

PROMOTION AND RETENTION

We feel strongly that students work best with peers of the same age. Individual students may have strengths or weaknesses in many different areas and it is the teacher's responsibility to differentiate instruction to ensure that students are challenged appropriately.

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/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, and the Student Support Services team.

NURSE OFFICE

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 Authorization 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 the parents and guardians in case of an emergency. It is preferred that we also have the mobile phone number of each parent.

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 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.

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

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 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 bus service at BBIS is outsourced to the firm Potsdam Bus **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.

Children who go home by school bus will be taken to the bus by Primary School staff member. We expect that students are responsible, respectful, honest and safe on the bus.

Bus Expectations

- 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

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

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

- A verbal warning.
- -An assigned seat
- 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**.

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.

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. 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

BBIS Berlin Brandenburg International School GmbH, Schopfheimer Allee 10, 14532 Kleinmachnow, Germany
Phone +49(0)33 203 80 36-0, Fax +49(0)33 203 80 36-121, E-mail office@bbis.de, www.bbis.de