



SECONDARY SCHOOL

A GUIDE FOR PARENTS AND STUDENTS

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Please scan to view our other handbooks.

PRINCIPAL'S WELCOME

Dear Parents and Guardians,

Most importantly, at the front of this handbook you will find contact information for the many people who are here to help support you through transition and throughout the school year. We look forward to learning with you.

Wishing you the very best for a wonderful year!

Trixie Siemens
Secondary School Principal

If you are hoping to find out more information about our course offerings, please go to our IB MYP (Middle Years Programme) for Grades 6–10 and IB DP (IB Diploma Programme) for Grades 11–12 handbooks for subject specific information.

STUDENT COUNCIL CO-PRESIDENT'S MESSAGE

Dear BBIS students,

Elections for new Council roles will take place in the Fall, and we would be thrilled for you to participate and bring your new perspectives to the team. An interest form will be sent out by our lovely Student Council advisors, Ms. Petulla and Ms. Monfort.

Let's make this year memorable and full of growth. We look forward to seeing the amazing things you will achieve and helping you along the way.

Warm regards,
Sydney Hardeman and Karl Jacobs

Welcome or welcome back to BBIS! Our names are Sydney and Karl, and we are speaking on behalf of the BBIS High School Student Council. We are thrilled to start another exciting school year filled with new opportunities, challenges, and achievements. Whether you are a returning student or joining us for the first time, as Student Council Co-Presidents, we are here to support and guide you through your journey at BBIS.

We strongly encourage you to get involved in many of the ECA's, clubs, and events our school has to offer. It is a great way to create new relationships, develop new skills, and make a positive impact on the school community. If you are passionate about making a difference at BBIS, consider joining the Student Council. It is a great way to voice your ideas, contribute to school improvements, and organise events to improve the school community.

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.



LIFE IN SECONDARY SCHOOL

SCHOOL DAY

The school day runs from 08:00–14:55 for all students, and all students need to arrive for Registration and their Homeroom Session at 08:00. If students arrive after 08:00, they will be marked as “late”. Attendance is taken for homeroom sessions and every lesson during the school day.

If a student needs to leave school at any time in the day they must seek permission in advance from the Homeroom Teacher, Secondary School Secretary or Principal.

Exceptionally, Grade 11 or 12 students who have parental permission (on the appropriate form) and are up to date with all assignments and in good behavioural standing, may sign out of school at lunchtime between 11:05 and 12:00 or leave school after the lunch break if they have no further classes and there is no assembly that day. No sign out is allowed before 11:05. When the students leave school, they must sign out at the reception. When they return to school after the lunch break, they must sign in again at the reception.

All other students should be in school at all times unless prior approval has been obtained from Homeroom teacher and/or Principal.

2024 / 25	TIME
Homeroom	08:00–08:10
Class 1	08:10–09:30
Break	09:30–09:45
Class 2	09:45–11:05
Lunch	11:05–12:00
Class 3	12:00–13:20
Break	13:20–13:35
Class 4	13:35–14:55

BREAK TIMES

Regular breaks are essential for optimising learning. Students are expected to make use of break times for eating, drinking, using the bathroom, and exercising. Each class has a break immediately following it, and we therefore discourage students from using the toilets during scheduled lessons.

LUNCH SERVICE

BBIS outsources the catering to Katerine GmbH. Hot meals must be ordered online in advance. The Cafe in House 5 is only available to Grade 11 and 12 students.

BBIS has its own online ordering and payment system, i-NET menu. This system will allow students to make individual orders, kiosk purchases, cancellations and deposits, as well as cashless payments in the new mensa at our House 2, in the cafe of House 5 and at our vending machines using your personal ID card.

The ID cards handed out to the new students at the start of the school year. It is recommended to register during the summer holidays. Until the account is set up, students must pay for their lunch in cash.

To log in to the i-NET menu, follow the steps below:

- Go to <https://www.bbis.inetmenue.de/> or log in through the i-NET Menu app.
- You can download the app free of charge from the Apple App Store or Google Play Store.
- To access the i-NET menu, log in with system number 482660, the child's username and your password.

The username is like the students e-mail address, but without the suffix @bbis.de or @students.bbis.de. The password will be the same as the student's e-mail account password.

For any cafeteria concerns, please contact Ms Heike Lang-Jock at heike.lang-jock@bbis.de

EXTRA-CURRICULAR ACTIVITIES

A variety of extra-curricular activities is offered during school time and after school on most week days when late transportation is offered. The handbook of activities is published in the first semester. Students are strongly encouraged to participate in the programme.

In September, December and March, each family will receive information about the extra-curricular activities on offer. The information includes a description of the various activities and gives the commencement and finishing dates, the day(s) of the week offered, the time, the cost, and any other relevant information. Most activities finish by 16:30.

ARRIVING LATE

If students arrive after 8:00, they will be marked as “late”. Students arriving after 08:10 must sign in late at reception before going directly to their first class.

MONITORING ATTENDANCE

Attendance is taken for homeroom sessions and every lesson during the school day. Parents can view their child's attendance using the iSAMS Parent Portal by selecting ‘lesson registration’.

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. The reception will not allow students to leave without parental permission having been provided.

All Students leaving campus must sign out at the Reception (even if they are being picked up by parents in the car park)

... 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.

... during Breaks or Lunch

Students in Grades 6–10 do not have permission to leave campus during breaks or lunch.

Students in Grade 11 or 12 have the option to sign out of campus during lunchtime (between 11:05 and 12:00). This is a privilege afforded to our senior students, and is conditional upon parental permission, good behavioural and academic standing.

Students in Grade 12 with parental permission, and who are in good behavioural and academic are able to arrive later, or leave earlier if they do not have scheduled classes. This privilege begins mid September.

ATTENDANCE

BBIS considers classroom participation, from Early Education to Grade 12, a vital part of the educational process, to be reflected in the student's evaluation. Therefore, regular attendance is required. Students must attend 90% of their classes during a school year or their promotion to the next grade may be in jeopardy. If a student misses 10% of any class in a given semester, the case will automatically be brought to the Principal for review. The Principal will take action, after consultation with the parents and the teachers involved, depending upon the nature of the absences.

In Grade 11 and 12 registration for the final exams is dependent upon the student's attendance rate. A medical certificate is required to excuse absences of more than three days.

Requirement to Attend School

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

The school is only able to authorise absences due to illness or medical appointments. Students who are absent from school for any reason other than illness may be classified as an unauthorised absence. If your child needs to miss school for any other reason (for example: family or religious reasons, compassionate leave, external sports or academic tournaments), parents need to inform the relevant deputy principal in advance.

Students must attend 90% of their classes in a school year or their promotion to the next grade level may be in jeopardy.

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

Permission to be Absent from School

Parents must notify the school on the first day of an unplanned absence by 08:00am, 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.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents will be notified of this in advance.

PERMISSION TO BE ABSENT FROM SCHOOL

- German law states that all children must attend school.
- We regard it as particularly important that families avoid extending the school term holidays.
- We wish our students to understand that school is an important and serious business and rely on parents to reinforce this by scheduling family vacations so they do not require absence from school. Vacations, etc, will generally be regarded as unexcused absences.
- We wish our students to understand that school is an important and serious business and rely on parents to reinforce this by scheduling family vacations so they do not require absence from school. Vacations, etc, will be regarded as unexcused absences.
- If special leave is necessary, parents must apply to the school Principal prior to the leave of absence.
- All requests for special leave must be in writing through e-mail directly to the Principal, at least two weeks in advance.

PARENTAL ABSENCE

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

SCHULBESCHEINIGUNG
(DOCUMENT CERTIFYING ENROLMENT)

If students are in need of a Schulbescheinigung, they should apply to the Secondary School Office.

COMMUNICATION

There are several ways to understand what is happening in the Secondary School.

Whole school Newsletter – sent out monthly.

Biweekly Secondary Updates – get informed on upcoming events and ways to support student initiatives.

ManageBac Updates – student progress is shared in a live gradebook through ManageBac.

Direct e-mail – when you have questions or concerns or want to share information, we are available for a phone call or information.

Please refer to page 26 for an **overview of parent lines of communication**.

LEARNING MANAGEMENT SYSTEMS

Students are expected to stay connected on 3 learning platforms each day.

- **iSAMS** for daily bulletin notices and personal their personal timetable,
- **Google Classroom** for each of their classes, where resources and materials are shared and
- **ManageBac** where all assessments are calendared and grades are reported.

If students have any problems accessing these platforms, they should contact the IT helpdesk.

CALENDAR

Please check our BBIS Website regularly for upcoming events: <https://www.bbis.de/calendar>

The holidays at BBIS are set to reflect both the usual holiday procedures of German and International Schools and differ from the holiday schedules of Berlin and Brandenburg. The school year runs from August to June.

ASSEMBLIES

Assemblies are held according to a schedule announced during the school year and are an opportunity for students to share their work with an audience and enjoy a sense of being a part of a school-wide community. All students in all Grades are required to attend unless excused by the Principal.

EMERGENCY ALARM

At the beginning of the school year, all students are familiarized with what to do in case of a fire or other emergency. The school performs regular drills throughout the year.

MOBILE DEVICE POLICY

Students grow habits (good or bad) by watching the way in which adults around them use phones and in growing their own awareness of their phone use.

At BBIS we are committed to ensuring that students’ use of mobile devices:

- enhances learning
- does not detract from social interaction and privacy of students and staff

Devices must not be used between 08:00 and 14:55 on campus, unless required by the teacher for educational purposes.

PARENTS – Please do not call students during school day as their phones will be switched to ‘silent’. In an emergency, such as informing your child that you are not able to pick them up from school or similar situations, call the appropriate School Office and the message will be passed on to your son or daughter.

Secondary School Office:
+49 (0)33 203 80 36-768 or
+49 (0)33 203 80 36-220

Mobile Device Rules

- Mobile devices should not be heard nor screens seen during break times and lunch time.
- Mobile devices should not be heard nor screens viewed in transit from one class to another.
- Students must ask permission from their teacher if they need to check their timetable, and this must be done within a classroom.
- For work purposes only, mobile devices can be used in break times in the study hall or library only.
- Students can ask the principal for an exception (for example to take photographs at the end of the year)

The designated areas for emergency mobile phone calls are the Secondary School Office, and the Primary School Office. Use of phones in these areas must be discrete, school-related and brief.

Consequences of Unacceptable and Irresponsible Use

- Any member of staff is required to confiscate any mobile device that is not being used in accordance with the policy.
- The device will be handed into the Secondary School Office where it will be securely stored. If devices are kept overnight, they will be locked in the safe.
- The Secondary School Office will log the confiscation.

For failing to comply with these guidelines, the following progressive stages will apply:

Stage 1: (1–3 Confiscations in a Semester)

The mobile device can be collected by the student at 14:55 from the relevant school office. Parents will be informed on the 3rd confiscation that stage 2 will apply from the next confiscation.

Stage 2: (4–5 Confiscations in a Semester)

Parents / guardians will be informed via e-mail that they will need to collect the device from the School Offices / Reception. The phone will be stored securely in the safe until collection.

Stage 3: (6 or more Confiscations in a Semester)

Parents / guardians will need to collect the device from the School Offices / Reception, and will be invited to attend a meeting to discuss strategies to support the student with effective learning and social habits.

Additional Information

The use of mobile devices that contravene the individual private rights of students and staff (for example, taking photos/videos/audio recording without explicit permission or incidents of bullying) will lead to an escalation in disciplinary measures in line with our behaviour policy.

DRESS CODE

We want to create an environment that will be comfortable for students, conducive to learning, and respectful of all ages and cultures represented in our K-12 school. The older students are role models for the younger in a school such as ours and have a particular responsibility.

Many things are learned in school beyond the formal curriculum. We learn how to interact positively with a variety of people, how to work in a collaborative environment, and how to be part of a team. One of the social skills that can be developed in school is how to dress appropriately for a specific environment or event. Throughout our lives we dress according to the situation we are in. Dressing for school is no exception.

The Dress Code was developed by a committee of parents and teachers who looked closely at the results of a survey of parents, students and teachers. All parents, teachers, and students had been made aware of the survey by a personal e-mail or in a meeting. Over 200 responses were received. The committee interpreted the results of this survey and established a Dress Code.

Dress Code: Principles

The responsibility for the dress and grooming of a student rests primarily with the student and their parents or guardians. We want students to take responsibility for dressing for school while maintaining autonomy and cultural integrity.

Students should be neatly dressed, and their clothing should reflect the level of moderate formality appropriate for an EE-Grade 12 multicultural, international, school environment.

The responsibility of upholding our dress code is shared by the entire staff. The principals will resolve any disagreement.

Dress Code: Guidelines

Allowable Dress & Grooming

- 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 appropriate shoes for the learning activities.
- Shirts and dresses must have fabric in the front, back and on the sides.
- Clothing must cover undergarments.
- Fabric covering all private parts must not be see-through.
- Clothing must be suitable for all scheduled classroom activities, including physical education, science laboratories, design workshops, and other activities where unique hazards exist.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Non-Allowable Dress & Grooming

- Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- Clothing may not depict vulgar language, pornography, nudity or sexual acts.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.
- Clothing and other items must not threaten the health or safety of any other student or staff.

Consequences

Students who are not dressed according to the code will be discreetly asked to change into more appropriate attire, or cover clothing that does not meet the guidelines. On a subsequent occasion, parents may be invited in to discuss the situation and find a solution with the student.

If the student's attire or grooming threatens the health or safety of any other person, then consequences should be consistent with behaviour management procedures for threatening behaviours.

BERLIN AS A CLASSROOM AND CLASS TRIPS

During the school year we regularly organise academic trips into Berlin.

We organise a bonding day at the start of the academic year to help students build connections within their home-rooms, and grade levels.

Towards the end of the year we have our MYP trip week. Students choose a themed curricular trip abroad or in Berlin. Recently students participated in Performing Arts in London, Language and Culture in Spain or Paris, Geography and Geology in Iceland, Outdoor education in Czech). We also offer a themed trip week in Berlin (Sailing at Wannsee, Visual Arts, Electronic Music). The aim of these trips is to foster a sense of belonging and community across the Secondary School, and to extend their learning outside of the curriculum.

BICYCLES

Bicycle stands are available for those students who cycle to school. Bicycles should always be left locked.

BUS SERVICE

The bus service at BBIS is outsourced to the firm Potsdam Bus GmbH run by Christoph Pinternagel. Information regarding bus routes and times will be distributed in the parent information during the summer holidays.

Should a temporary change of bus stop be required, a request must be made in writing to

PostdamBus GmbH

Telephone +49 (0)33 203 88 49 25

Fax +49 (0)33 203 88 49 45

E-mail info@potsdambus.de

Students who are not regular bus users need to buy tickets from the bus company in advance.

ALUMNI AND VISITORS

We are always pleased to welcome Alumni back to BBIS. Unfortunately we are unable to accommodate visitors or Alumni during the school day. Alumni should sign in at reception after the end of the school day.

LOCKERS

Students are requested to rent a locker from AstraDirect, a separate company not financially connected to the school. AstraDirect will take over the entire process, administration and maintenance of the lockers. The Secondary School Office will give information about this on request. If you are interested in renting a locker, you can register online at <http://www.astradirect.de/> directly. If students have problems with their combination – they can get help from the Secondary School Office. The pin code for the locker is available immediately online after it has been paid for.

In the sports hall, lockers are available for valuables while students have PE class or ECAs. Students need to bring their own small combination lock to use these. **Valuables should never be left in PE changing rooms if they are not locked up.**

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.

TEXT BOOKS/LOST BOOKS

All textbooks remain the property of BBIS. They are lent to the students: if a book is lost a sum, usually between 15 and 55 EUR, will be charged.

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 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.

Common Inclusive Language
she/her, they/them, he/him

voice@BBIS.de



STUDENT WELL-BEING

CHILD PROTECTION STATEMENT

Berlin Brandenburg International School (BBIS) strives to create an environment in which its students are safe from abuse and in which any suspicion of abuse is promptly and appropriately responded to. BBIS recognizes its ethical and statutory responsibility (German law, United Nations Convention on the Rights of the Child and International Task Force on Child Protection) to safeguard and promote the welfare of all its children. The care and safety of our students is always paramount and is the responsibility of the whole community.

BBIS aims to create an environment whereby:

- Children’s safety and well-being is paramount and our most important consideration.
- We protect children from any form of abuse.
- We are alert to the signs of abuse both in school and from outside.
- We deal appropriately, rigorously and sensitively with every suspicion or disclosure of abuse.
- We establish and maintain an environment where children and young people feel secure, are encouraged to talk and are listened to.
- Children and young people know that there are adults in the school whom they can approach.

The scope and purpose of this handbook is to detail for faculty, staff, students and parents how BBIS has adopted policies, processes and procedures to meet our CPS obligations and duties to our student body and the wider community; as well as meet the goals as outlined above.

This is also embedded in the BBIS Mission and Guiding Statements. Please refer to pages 6–8.

HOMEROOM

All students are assigned to a homeroom. The homeroom teacher sees the student every morning and plays an important role in knowing the student and in providing pastoral support.

We follow a clear process to create classes that accommodate the social, emotional and academic needs of students, while ensuring a diversity of nationality, language and gender identity balance.

Every year we mix up our homerooms. This is to ensure you get to know as many people as possible in your grade level, and enables us to evenly place students who join new to the school.

STUDENT LEADERSHIP

The Middle School Student Council consists of students from Grade 6–8. The High-School School Student Council consists of students from Grade 9–12 and meets regularly under the guidance of a teacher. Members are elected by the student body. The Student Council plays a part in the organization of the school dealing with student concerns and sponsoring events to enhance student life. Elections are conducted Quarter 4.

NURSE

Our school nurse team is located in the medical centre in House 2. If a student is taken ill during a lesson, they must inform their teacher before reporting to the Nurse’ Office. If a student is injured or taken ill during a break, they should go directly to the Nurse’ Office.

Students must take reasonable steps to inform staff of their whereabouts (for example by calling a friend, or e-mailing) should they be unable to attend the Nurse’ Office. Students should be aware that not reporting directly to the Nurse’ Office could be viewed as truancy, and may result in disciplinary consequences.

STUDENT SUPPORT SERVICES

The Student Support Services department offers 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, a Learning Support team, and EAL (English as an Additional Language) teachers. 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.

Additional External Services

We are fortunate to liaise directly with a number of external professionals, such as speech and language therapists, who work under a private contract with the caregivers.

School Counselling Service

The School Counselling Department within Student Support Services aims to address the personal, social and emotional needs of our students. By providing proactive, prevention-based classroom workshops and counselling support for students with specific concerns, the counsellors aim to make BBIS a healthy learning environment for all children. The counsellors are involved in facilitating students’ adjustment to and from BBIS, monitoring their ongoing well-being and performance, and facilitating cooperation between school and home.

Counsellor/psychologists are available to assist parents and teachers in guiding the personal and academic growth of the children. Services include consultations with parents and staff members and diagnostic evaluations to determine students’ individual needs. The counsellor may work with individual children and small groups on such goals as social behaviour, building self-confidence, concentration training and study skills. The counsellor may also help obtain professional assistance from community resources when available.

Please reach out to our counselling team, listed at the front of this handbook, if you have any questions or need support.

English Language Acquisition and Literature Programme (LAL)

The English Language Acquisition and Literature Programme (LAL) at BBIS provides specialised instruction in language development and academic writing skills to support our English language learners, thus enabling them to access the mainstream academic curriculum and allowing them to participate more fully in the cultural and social life of the school. Our programme is available from Grades 6–10. Students are placed in a language phase between 1–4 depending on their language proficiency.

Entry and Exit Criteria: English placement tests are given to new students when they join BBIS and also to LAL students at the end of the school year for class placement purposes. In addition, students’ language progress is regularly reviewed to ensure placement is most appropriate to their current ability. Placement is reviewed at regular intervals (in October, December and March), using several data points and in conjunction with the Head of English Language & Literature. Students who exit LAL continue to receive some form of in-class support during the year of transition and at times for longer to ensure their continued success and achievement.

To ensure students can access the curriculum, we do not accept students who are beginners or near beginners after Grade 6. In Grades 11 and 12, students must have a proficiency level that enables them to follow the mainstream curriculum independently.

All LAL students participate in the Learning Lab programme. This programme provides a valuable opportunity for language learners to focus on developing their academic language skills as well as receive support with their studies.

STUDENT EXPECTATIONS

LEARNING SUPPORT SERVICES

The Learning Support department is made up of a team of Inclusion Specialists, who are qualified English Language Acquisition teachers with a specialist background in Special Educational Needs (SEN). These specialists work with students identified with learning, developmental, emotional and/or physical differences that may impact their educational progress.

Curriculum support is provided in two ways, namely through in-class support and Learning Lab:

In-class support involves close collaboration between Inclusion Specialists and mainstream teachers, which helps ensure that students receive accommodations and literacy support within the mainstream classroom.

Learning Lab provides the opportunity for students to receive interventions, such as a spelling programme, hand-writing, or extra maths. Mini-lessons delivered at the start of each Learning Lab focus on reinforcing class content and helping students develop executive functioning skills, academic language, and good study habits. In addition, students have extra time to complete assignments, study for upcoming tests, work on projects, and complete other tasks necessary to maintain success in their classes.

Students with a diagnosed learning difference are strongly recommended to join the Learning Lab programme. All LAL (Language Acquisition and Literature) students must participate in the Learning Lab programme to focus on developing their academic language skills. Learning Lab runs concurrently with the MFL (Modern Foreign Language) programme.

Exit criteria: Placement in Learning Lab is reviewed at regular intervals (in October, December and March) so that it is possible to begin with a Modern Foreign Language at any point if a student has made the necessary progress. A student with a diagnosed learning difference will always have the option to join Learning Lab if they wish to do so.

ACE – ACADEMIC CENTRE OF EXCELLENCE

The BBIS Academic Centre for Excellence (ACE) helps Grade 11 and 12 students develop to their fullest potential as they complete their chosen study pathway. Several teaching staff are also ACE Coaches, who students can access during their study periods.

ACE coaches work closely with classroom teachers to deliver support with each student's needs in mind. This may involve helping students to plan assessments; develop academic writing skills; understand course content and core requirements such as the Extended Essay; prepare for tests and exams; create study schedules; fill specific skill gaps; maintain concentration and motivation, and find extension materials. Coaches use effective questioning techniques to help students determine what they already know and plan their next steps.

All Grade 11 and 12 students are encouraged to engage with the Academic Centre for Excellence.

While some students may be referred by their teachers or parents, most approach our academic coaches in-person or via e-mail at secondary.academiccoaching@bbis.de.

Support available includes:

- 1-on-1 academic coaching during study periods. Coaching sessions are available by appointment and on a drop-in basis. The sessions are planned and delivered with the unique needs of each student in mind.
- Group workshops to support the development of academic writing skills, study skills, exam skills, and assessment-specific skills.
- Support in setting up effective peer study groups.
- Visiting and supporting classes.
- Access to ACE Academic Support Materials

Further information can be found in the "Student Support Services Handbook – A Guide for Caregivers and Students".

SCHOOL RULES

The BBIS Secondary School Code of Conduct outlines behaviours we expect the students to aspire to in the classroom and around the school. Students are expected to conduct themselves in accordance with the school regulations regarding discipline in school, traveling to and from school and at school-sponsored events. These rules incorporate BBIS's mission statement and overall philosophy.

Secondary School Basic Rules:

- Treat others the way you want to be treated.
- Be respectful of other people's individuality and their property.
- Respect each person's right to learn and to feel safe and secure in a caring and supportive environment.

BBIS expects the following of every Student:

- to come to school prepared to learn & work;
- to complete homework assignments to the best of their ability, and to hand in work on time;
- to demonstrate a proper respect for teachers, other members of school staff and fellow students;
- to be honest and trustworthy;
- to be attentive in class, and responsive to the directions of the teacher;
- to be welcoming and accepting of new members of the school community and to include others by using a common language;
- to apologise if they have hurt or offended anyone.

BBIS Students are:

- Caring
- Responsible
- Inclusive
- Compassionate global citizens
- Take action
- Supportive of one another
- Respectful
- Curious and keen to learn knowledge, and about each other's cultures.
- Innovative

Every Member of BBIS has a Right:

- To feel safe and belong
- To learn
- To be respected

At BBIS we acknowledge the need for a consistent approach to behaviour management. At the same time, we acknowledge the need to differentiate our behaviour management approaches just as we do when delivering the curriculum. Nevertheless, it is our ultimate aim to create an environment where all BBIS members feel safe, respected, and able to learn.

At BBIS we expect all behaviour management strategies to be implemented to achieve good standards of behaviour before resorting to sanctions. In this way we aim to plan for success.

MANAGING LOW-LEVEL CLASSROOM BEHAVIOUR ISSUES FLOWCHART

This flowchart ensures a student cannot interrupt their own learning and the learning of others more than 3 times in a single lesson. It also ensures that students are behaving in accordance with school expectations during break times.

BEHAVIOUR INTERVENTION IN A CLASS

1st Instance	1st Warning <ul style="list-style-type: none">• Verbal warning (Clarify expected behaviour and consequences for repeated instances)
2nd Instance	2nd + Final Warning <ul style="list-style-type: none">• Verbal warning (Clarify expected behaviour and consequences for repeat)• <i>Immediately after class</i>• Reflection between student and teacher
3rd Instance	Removal from Classroom: <ul style="list-style-type: none">• The Student is interrupting the learning of themselves and others.• They must work in another classroom or of the head of department until the end of the lesson.• A restorative conversation between the teacher and student will take place. Parents will be informed.

Serious breaches of our behaviour policy: incidents where the safety, or feeling of safety, of students is at risk (either through physical violence or emotional violence), or incidents that may be illegal. Students may be expelled or suspended for these behaviours.

This List is non-exhaustive:

- Physical abuse, Emotional Abuse, Cyber abuse
- Bullying
- Truancy
- Use or possession of controlled substances (Alcohol, Tobacco, e-cigarettes, vaping, drugs)
- Anti Semitism
- Possession of dangerous items or weapons.
- Hate-speech (Racial, Homophobic slurs)

These incidents will be dealt with by grade level leaders, deputy principals or the principal depending on the severity of the incident.

Important Note:

The use of mobile devices that contravene the individual private rights of students and staff (for example, taking photos / videos / audio recording without explicit permission or incidents of bullying) will lead to an escalation in disciplinary measures that may include internal / external suspension or exclusion.

LEARNING & ASSESSMENT

Here you will find some brief general information about learning and assessment at BBIS. For more details and for course descriptions, please refer to the Middle Years Programme and Diploma Program handbooks.

BBIS GRADUATION REQUIREMENTS (1 credit = 1 year of a course)

GRADES 9–12	CREDITS
English	4.0
Mathematics	4.0
German, Language Acquisition or a second Language & Literature Subject	4.0
Individuals & Societies	4.0
Science	3.0
PE	2.0
Design	2.0
Arts	2.0
Electives	3.0
Total	28

** Students in Grade 11 and 12 are required to enrol in at least 5 classes, which must Group 1: Studies in Language and Literature, Group 2: Language Acquisition (or a second Group 1), Group 3: Individuals and Societies, Group 4: Sciences, Group 5: Mathematics. An elective may include a range of courses above the credit count in any subject group.*

Exemptions to credit requirements are at the discretion of the Secondary Principal.

HOMEWORK EXPECTATIONS

Homework will only be set when tasks meet the task design requirements, and the purpose of homework as stated in the BBIS Secondary School Homework Policy. Students will have more than one night to complete any homework tasks. Homework tasks set on a Friday will be due in no earlier than the following Tuesday. Homework tasks will not normally be set for completion solely over holidays.

Homework will always be due for submission during a scheduled lesson. (Homework deadlines for submission will not be set outside of school hours.)

Grades 6–8

Homework tasks will be assigned by the class teacher on ManageBac. This is to assist homeroom teachers and parents in supporting students with their time management.

The ManageBac task will be added to the date it is due for submission (not the date it was set), and task category set as ‘homework’.

Grades 9–10

Homework will be assigned by the teacher, but documented by the student in a consistent way in line with their developing self-organisation skills (for example in a homework planner, or homework app).

Documenting of homework will be monitored by the homeroom teacher, subject teacher, and Curriculum Coordinator.

Procedures for Students who are absent when Homework is set

Students are expected to complete any homework tasks due from the second day back after an absence due to sickness. Students are expected to seek clarification from their teacher if they don’t understand the task.

It is acceptable to set longer tasks that are due at a later date, where the student is expected to spend 20 minutes working on it in each allotted slot.

TOTAL TIME PER NIGHT (rather than per subject)

GRADE	TIME
6	60 Minutes
7–8	60 Minutes
9–10	80 Minutes (Grade 10 students will spend additional working time on their personal project.)
11–12	No particular limit is specified but the requirements of the courses need to be met, including Tok, EEs and IAs and other externally assessed tasks.

INCOMPLETE CLASS WORK

On rare occasions students may need to complete work from a class that they could have been reasonably expected to complete during class time. This will not be treated as homework in this policy, and will be in addition to the time guidelines for completing homework. Before classwork is assigned to be finished at home the teacher will discuss the reasons for its non-completion with the student in order to support them. The class teacher will contact parents so they are aware of the reasons for this.

PARENT/STUDENT/TEACHER CONFERENCES

Conferences to discuss the individual development of a child are set at the start of each year.. Please refer to the school calendar. They are held twice a year, after Quarter 1 and Quarter 3. Some will be held online while others will be face to face.

Parents should not wait until these conferences if they have questions about student progress. Information can be found in ManageBac to see biweekly updates in student assessments, as this gradebook is live. Parents can also reach out to teachers directly if they have questions to meet online or in person.

REPORTING

As the students are following the IB curriculum, reports will reflect the philosophy of the programme. They will include assessment of generic skills displayed in each subject along with specified subject specific skills. They will also include an attainment Grade on the IB scale of 1–7 (7 being the best) and, in the summer term, a similar Grade reflecting achievement over the course of the year.

Report cards are written twice a year. The reports of the first semester, published in December, cover the entire semester. The end-of-the-year report in June is based on the assessment throughout the year. Transcripts are generated based on semester grades for students in Grades 9–12.

Please note that reports are made available online to reduce paper waste. Families should download these reports directly from ManageBac for viewing and future reference.

IB MYP AND IB DP GERMAN RECOGNITION

As you may know the Kultusministerkonferenz (KMK) is prepared to recognise the IB MYP (as recorded in the end of Grade 10 report) as equivalent to a “German Mittlerer Schulabschluss” when it is taught at one of a small group of German international schools (including BBIS) and the IB Diploma Programme can be recognized as equivalent to the Abitur, depending on subjects selected and completed. Please see the IB MYP and IB DP handbooks for more information.

BRING YOUR OWN DEVICE PROGRAMME

The BYOD programme (Bring Your Own Device) will encompass Grades 6–12. As part of the 1:1 programme, all students are required to bring a laptop to school, in order to have access to digital platforms and work on projects in and out of school on a daily basis.

The great majority of our students have MacBook laptops, teachers use Macbooks in the lessons and our classrooms are equipped with Apple TVs. Given the school’s history and usage of Apple machines and Apps such as iMovie and Garageband, we highly suggest Apple laptops, if you don’t already have a device. Please find below the minimum recommended specifications for a laptop for students in Secondary School.

Minimum Recommended Specifications – Laptops (MacOS, Windows OS)	
REQUIREMENTS	SPECIFICATIONS
Processor	Current industry standard (or better) Intel i5+ or equivalent recommended
RAM	8 GB
Battery	Maximum battery life recommended – Minimum of 7 hours (Devices should be fully charged every morning)
Operating System	Should be in English and less than 5 years old. Microsoft Windows 10, Apple OS X 10.15 or newer
Internal Hard Drive	SSD strongly recommended (128 GB), HDD, optional
Screen size/weight	10”–14”, recommended weight: less than 2.5 kg, preferably under 2kg
Antivirus	Strongly Recommended
Warranty	Local warranty, preferably for 3 years, including damage cover
Accessories	Students are advised to have their own protective laptop case, headphones and a cordless mouse

NOTES ON BBIS BYOD

- All students need to sign the BYOD Responsible Use Agreement and Digital Citizenship Agreement with their parent's authorization before bringing their personal device to the school.
- All students have secure access to the BBIS wireless network.
- All students are expected to have their devices every morning fully charged and ready to use.
- BBIS coursework requires individual devices. It is not acceptable for a student not to own a device or to rely on borrowing the devices from school.
- Students are ultimately responsible for their own devices on the way to and from school, and while at school.

FAQ

Do I need to purchase any software?

Students have access to Google Workspace for Education, which provides basic word processing, spreadsheet and presentation software. They collaborate through Google Apps with their teachers and classmates.

Some subjects/ECA's might need specific software to install, however the teacher will let the students and parents know at the beginning of the year.

What happens if my child's device is not working or being repaired?

We will have some laptops that students will be able to sign out for single day use.

What if we cannot afford to purchase a device for our children?

If you cannot afford to purchase a device for your child please contact Trixie Siemens at trixie.siemens@bbis.de

Do you recommend Google Chromebooks?

We do not recommend Chromebooks, as students will not have access to specific software such as Ti-Nspire, which is used in Maths lessons. In addition, Chromebooks are mainly designed to leverage cloud-based storage, therefore the device's storage is very limited and students cannot obtain more storage capacity when needed.

Why did the school choose the BYOD Programme?

- The majority of our students have a wide variety of devices for academic and non-academic use.
- Through this approach, we train the students to use their devices for academic and personal productivity, not only for entertainment.
- Students can choose the device that they are more comfortable with using. They save time and effort because they are accustomed to their devices and can use them more efficiently.
- Students can access the same devices at home, learning doesn't stop at school.
- Preparation for higher education, so that students learn to manage their own devices and actions prior to leaving high school.
- Students individualise their own devices.

LIBRARY – THE LEARNING HUB

LIBRARY – PLACE OF LEARNING, THINKING AND RESPECT

The Secondary School Library is located in House 5 on the first level. We are open Monday through Friday from 7:45 a.m. until 4:30 p.m.

The Library enriches the curriculum, reflects the diversity of our community, and represents a balance of ideas and points of view. Information skills are integrated into the curriculum and are taught in collaboration with classroom teachers.

Students may visit the library at any time during the school day with their classes or individually to borrow books or to work on research projects. The library collection includes fiction, non-fiction, periodicals and online research databases which can be accessed via the library website.

All students are encouraged to borrow books for independent reading and to support school assignments. **Secondary students** may borrow up to 10 books for 2 weeks, and renew them for another 2 weeks.

PARENT USE OF THE LIBRARY

Parents are also invited to borrow books, and are welcome to volunteer to help with shelving, cleaning, book clubs, and special World Book Day and Author events. Book donations in any language and in good condition are gratefully received.

PARENT TEACHER ASSOCIATION (PTA)

The Parent Teacher Association (PTA) at BBIS is an organisation 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 www.pta-bbis.de and feel free to contact them at pta@bbis.de.

BBIS PARENT LINES OF COMMUNICATION

STUDENT INFORMATION

Contact:
myp-dp.office@bbis.de

Questions regarding:
Attendance, Locker, Lost Items, Schulbescheinigung, Familienkasse, Student ID's

STUDENT WELLNESS AND UPDATES

Contact:
Homeroom Teacher, School Counsellors and Grade Level Leaders:
Grade 6 – Thomas Ware
Grade 7 – Ben Moss
Grade 8 – Imogen Sadler
Grade 9 – Claire Monfort
Grade 10 – Lisa Johnson
Grade 11 – Joe McDonnell
Grade 12 – Jasmine Novak

Questions regarding:
Student wellness, Transition, Transfer recommendation requests

ACADEMIC SUPPORT

Contact:
Teachers to support with questions and the Academic Centre for Excellence and the Pathways to Academic Success Club:
secondary.academiccoaching@bbis.de

STUDENT BEHAVIOUR AND PASTORAL PROGRAMME

Contact:
Deputy Secondary School Principals:
Jane Barker – jane.barker@bbis.de
Dan Stiles – dan.stiles@bbis.de

ACADEMIC PROGRAMME

Contact:
IB MYP – Dr. Anna Thach, anna.thach@bbis.de
IB DP – Simon Pönisch, simon.poenisch@bbis.de

Questions regarding:
Programme of study, Course options, Academic integrity, Course change requests (first two weeks of term only)

UNIVERSITY AND WORK EXPERIENCE GUIDANCE

Contact:
School Counsellors:
Grade 6–9: Steven Gregory – steven.gregory@bbis.de
Grade 10–12: Laura Hohm – laura.hohm@bbis.de

Careers and College Counselling:
Leslie Kamphausen – leslie.kamphausen@bbis.de

For Boarding Students:
Erika Crossley – erika.crossley@bbis.de

SCHOOL SERVICES

Contact:
PotsdamBus GmbH – info@potsdambus.de

Catering Programme:
Heike Lang-Jock – heike.lang-jock@bbis.de



BBIS Berlin Brandenburg International School

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

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