

Welcome from the Principals

At the FIS we are committed to supporting your child’s needs and fostering the talents of all our students. This handbook provides an outline of the School’s expectations and routines. We hope that you find it useful and encourage you to spend time familiarizing yourself with its contents. Should you have any questions relating to any aspect of school life, please do not hesitate to contact the section Principal. If you have a question relating to your child’s education these should be directed firstly to your child’s homeroom teacher or advisor.

Patricia Appel (EY/ES Principal)
 Oliver Hartwright (MS Principal)
 Harry Lock (HS Principal)

Content

Welcome from the Principals	1
Content.....	1
Contact Details	4
FIS Calendar	4
FIS Newsletter.....	4
Student timetables and structure of the school day	5
School Day (ES)	5
School Day (Middle School).....	6
Morning Attendance	6
End of the Day Procedures in Elementary School.....	6
School supplies.....	7
Absences	7
Absence Notification Procedure	7
Vacation.....	7
Students Off-Campus (Grade 11 & 12).....	8
Health and Safety.....	9
Emergency Information	9
School Closure	9
Emergency Procedures	9
	1

Medical Information	9
Illnesses of Children.....	10
Medication	10
Medical Appointments.....	10
Transportation.....	11
Enquiries.....	11
Home - School Partnership	11
PTO (Parent Teacher Organization).....	12
Lost & Found.....	12
School Photographs	12
FIS Learning Principles	13
Learning in the Early Years.....	13
Learning in the Elementary School	15
Early Years and Elementary classes at the FIS.....	16
Personal and International Learning	16
Learning in the Elementary School.....	17
Elementary School Homework at the FIS	17
Report Cards in Elementary School.....	17
Learning in the Middle School (Grades 6 - 8).....	18
Subjects studied	18
Advisory.....	18
Outdoor learning.....	18
Homework in Middle and High School.....	19
In the High School	19
Reporting in Middle and High School.....	20
Learning in the High School.....	21
Parent teacher conferences.....	22
Learning Support.....	22
Counseling	23
Technology	23

Consequences/Disciplinary Action.....	24
Plagiarism	25
Promotion/Retention Policy.....	26
Code of Conduct.....	27
A safe, healthy learning environment.....	28
Respect for school property and personal property.....	28
Orderly operation of the school	28
Dress Code.....	29
Lunch at The FIS.....	29
Lunch and Snack Procedures in Elementary School.....	29
Field Trips.....	29
After School Activity Program (ASAP)	30
Sports and the German International Schools Sports Tournament (GISST).....	30

Please note that in addition to this Handbook, the school website contains further information and downloadable documents/policies relating to much of the below, and should be consulted.

Contact Details

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Telephone: +49 (0) 9131 / 94039 - 0

Fax: +49 (0) 9131 / 94039 - 710/711

Email: info@the-fis.de

Website: <http://www.the-fis.de/>

Facebook:
<https://www.facebook.com/238703522835703>

Twitter: <https://twitter.com/TheFranconianIS>

For queries relating to our lunch service lunch@the-fis.de

For queries relating to our bus service bus@the-fis.de

For queries relating to admissions admissions@the-fis.de

For queries relating to medical/health matters health@the-fis.de

For queries relating to the parent portal (Schoolbase) schoolbase@the-fis.de

Queries for our parent-teacher-organization pto@the-fis.de

The Parent Portal is a further communication channel used for school reports and bookings for parent teacher conferences, after school activities and GISST activities, amongst others.

FIS Calendar

The annual calendar, together with Events listings, can be found on the FIS website.

FIS Newsletter

The weekly newsletter is the principal means of communication between the school and the FIS community.

Student timetables and structure of the school day

Students follow a two week (10 day) timetable. Weeks are labelled Week A and Week B, and these alternate throughout the year. The rota is published on the school website and announced to students.

School Day (ES)

Arrival/Dismissal Schedule

Elementary School (Mon - Thurs)

8:25	Doors open and students make their way to their homerooms
8:25	School day begins in the homeroom
3:35	Last lesson finishes
3:40	School day ends

Fridays

8:25	Doors open and students make their way to their homerooms
8:25	School day begins in the homeroom
2:00	Last lesson finishes
2:05	School day ends

Early Dismissal Days (11:55)

8:25	Doors open and students make their way to their homerooms
8:25	School day begins in the homeroom
11:55	School day ends

(There are several early dismissal days. Please check the FIS school calendar)

School Day (Middle School)

Middle School (Mon - Thurs)			Middle School (Friday)			School Day (High School)		
Period	Start	End	Period	Start	End	Period	Start	End
Advisory	08:25	08:35	Advisory	08:25	08:35	Advisory	08:25	08:35
1	08:35	09:35	1	08:35	09:35	1	08:35	09:35
2	09:35	10:35	2	09:35	10:35	2	09:35	10:35
Break	10:35	10:55	Break	10:35	10:55	Break	10:35	10:55
3	10:55	11:55	3	10:55	11:55	3	10:55	11:55
4	11:55	12:55	4	11:55	12:55	4	11:55	12:55
Lunch	12:55	13:40	Lunch	12:55	13:20	Lunch	12:55	13:40
5	13:40	14:40	5	13:20	14:00	5	13:40	14:40
6	14:40	15:40				6	14:40	15:40

Morning Attendance

Students should be in their homerooms/advisory classes by 8:30 at the latest, when attendance is taken. Late arrivals must report to reception.

End of the Day Procedures in Elementary School

Children from EY to Grade 2, who are using the school bus service are escorted by a member of staff from their homerooms to their buses. All other children from Grade 1 & 2 are escorted to the school exit by their homeroom teacher, parents/carers collect their children from the front forecourt outside the main entrance. Grade 3 - 5 students exit the school independently.

School supplies

Full details of supplies that students should bring with them to school, including devices such as iPads and laptops, are available on the website:

Absences

Absence Notification Procedure

In case of **absences, late arrivals or early pick-up** please send an **email** to info@the-fis.de or call us at +49 (0) 9131/940390 **before 9:00** where we centralize all information regarding student absences and inform respective teachers as well as staff members accordingly.

In case your child rides the bus, please inform the bus company early in the morning of your child's absence.

Should the FIS not have been notified of a child's absence, the school will follow up with parents. Please ensure the school has your up to date and accurate contact details. The FIS has the right to request a medical certificate from the first day of illness.

Absences will be recorded either as excused or unexcused.

Vacation

Student vacations should be limited to the FIS vacation schedule. Students who are taken out of school for an extended holiday will receive an unexcused absence for each school day they miss. These unexcused absences which will be noted on the student report card. Parents should be aware that such practice is illegal according to German law. The school has the right to inform the local authorities. If students are likely to be absent from school for a longer period of time, parents should inform the school in writing (emails accepted).

It is the responsibility of the student to collect and complete any work missed from each subject teacher. Teachers are not expected to provide work before the unexcused absences.

Students Off-Campus (Grade 11 & 12)

All students must all be present in school by 8.30am for the morning attendance register in homeroom, *even when a student does not have a scheduled lesson Period 1*. It is important that students have regular daily contact with their homeroom teacher.

In free periods, when a student in G11 or 12 does not have a scheduled class, they are free to use the time for independent study, group work, reading, or quiet relaxation. The code of conduct for the IB study room must be followed.

Students are expected to develop a responsible approach to making good use of any free time during the school day, establishing a balance between work and relaxation. Most students will have many commitments to activities outside the classroom. The vast majority of students already do this very successfully.

Students may leave the school campus during study periods and the lunch period using the signing out & in procedure. Either or both of these privileges may be withdrawn if there is concern over a students' academic progress, over punctuality of arrival to school in the morning or of return back onto the campus after signing out, or in cases of inappropriate behaviour off campus.

If a student does not have a scheduled lesson at the end of the day, they may sign out of school after their last scheduled lesson (no earlier than 13.40) providing they have made onward travel arrangements and have their parents' agreement.

Health and Safety

Emergency Information

Emergency contact details are required. On your child's admission to the school you will receive an Emergency Information Form for your child. Update this information as needed.

School Closure

Unexpected school closure will be communicated at the earliest opportunity via the school website.

Emergency Procedures

The FIS has developed an Emergency Procedures Manual, which is available in both school offices for viewing. The FIS has emergency drills during the school year. In the event of an emergency or drill, students should follow the instructions of staff.

Medical Information

Records of student medical history and immunization status are requested by parents on entry into the school. The records are maintained in the school office and are confidential. Information will be shared with the student's teachers if it appears to bear on the student's performance. Any information that a parent wishes to have held in complete confidence should be so indicated when it is entered into the record.

The most recent medical information provided to the school, about your son/daughter, will be used to mitigate any medical concerns. If you are concerned that the school might not have the latest information regarding your son/daughter's medical or dietary requirements, please contact the School Nurse who will help to update your records.

Illnesses of Children

Please inform the school should your child develop a communicable condition. Children should only return to school when they are 24 hours free from the following:

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

Medication

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

- The parent must deliver the prescribed medication to the school nurse.
- Parents must write a permission form, giving the nurse permission to give the child medication.

On field trips, any drugs issued by parents for students to take, should be placed in an envelope with the name of your child and the dose on the package please. Your son/daughter should hand them to teachers before they leave and any medicines must be taken in the supervising presence of FIS staff. Please ensure that any medications are notified to the school nurse in advance.

Medical Appointments

These should, wherever possible, be made out of school hours. If this is not possible, then the school office info@the-fis.de should be informed in advance.

Transportation

The FIS positively encourages participation in the transport service organised for families living within FIS bus zones further than a 2 km radius of the school.

Enquiries

All enquiries, including localities served by our transport system in the current school year should be directed to Ms. Sigrid Hehz via bus@the-fis.de or by telephone 09131/940391045. Further information on the school's bus service can be accessed via the school website <http://www.the-fis.de/index.php/school-life/bus-transport-service>

Home - School Partnership

All children need a positive and supportive partnership between home and school. The Home/School Partnership must be seen as a real and active relationship, promoting the highest expectations between school, parents and students, and setting the standards for the future. The partnership is based on the following shared expectations:

Student and parent expectations of the school:	School expectations of parents and students:
A safe, well-ordered, caring environment in which learning can take place.	A safe, caring home environment which allows students to develop positive attitudes towards school.
The student is valued as an individual.	To support the school's behavior and homework policies.
Planned programs of teaching providing opportunities for pupils to achieve their potential.	A supportive attitude which compliments the work of the school and will allow the child to benefit from education.
Early warnings of problems concerning work, behavior or relationships.	Early contact with the school to discuss matters relating to student progress, behavior or happiness.
Information about academic and social progress.	Attending parent/teacher meetings to discuss student's progress and support them in attaining their own individual targets.
To be listened to and respected.	Positive support of the teachers' role.

We, the parents and the school, have a shared commitment to:

Help our young people become happy, capable and confident, encouraging respect and care for other people and property. Provide mutual support for young people as they grow up in today's society.

Relative to this partnership, the school is obliged to inform parents that in Germany "children have a right to a non-violent upbringing. Corporal punishment, psychological injuries and other degrading measures are impermissible." (Article 1631, Paragraph 2, German Civil Code)

Parents will receive two copies of the home/school contract on admission to the school; one of which is signed and returned to the office by the first day of school.

PTO (Parent Teacher Organization)

The Parent Teacher Organization is very active at the FIS. Parents work together planning projects and events and organizing fund-raising activities that benefit the entire school. Please see the school calendar on the FIS website for current PTO events.

Lost & Found

Students are responsible for their belongings. They should not bring large amounts of money or valuables to school. Students' names should be recorded on all possessions brought to school. All unmarked, lost items will be placed in the lost and found area. Any money or jewelry that is found will be kept in the office. **The FIS cannot be responsible for valuables which go missing.**

In the MS and HS all students are assigned a locker and a combination lock that they are responsible for using to secure their iPads and laptops, as well as books and any other valuables, when they are not in use.

School Photographs

Professional photos of your child and their class are taken annually and are provided free of charge.

FIS Learning Principles

The following Learning Principles are supported by the FIS community:

- Literacy i.e. reading, writing and speaking, are the foundations to learning.
- Accessing prior knowledge to address misconceptions and/or clarify conceptions, supports deeper understanding.
- Learning focused on understanding. This supports transfer of understanding and skills. It is dependent upon a teachers' well-organized knowledge of concepts, principles, and procedures of inquiry. This means teachers must teach some subject matter in depth, providing many examples in which the same concept is at work, providing a strong foundational knowledge. Learning is at times new and other times is consolidated.
- Learning is an active process requiring explicit teaching/modelling/demonstrating, guided practice and feedback in order for students to construct understanding and become competent independent learners.
- Effective learning requires metacognition: knowing how we learn, being able to reflect upon learning as well as being able to self-regulate when and where appropriate.
- Assessment in its various forms, (what has been done well, what is understood and how to progress), is crucial for helping people to learn and should be ongoing.
- Learning environments using real-world problems, real world audiences and products /proposals enhance learning.
- Learning requires a positive teacher-student relationship where students feel comfortable to make mistakes, build confidence and try again.

Learning in the Early Years

Children are naturally curious: they want to learn about the world around them. Our program takes this natural tendency into account. Your child is supported through the Early Years I in getting to know and understand themselves and their environment, and in learning essential skills and knowledge. The children are given opportunities for problem-solving, creative thinking, developing social competencies, using language and gross and fine motor skills both in and outside of the classroom. Since children learn best in an environment which allows them to explore, discover, and play our classrooms are open plan, well-resourced with opportunities to learn and discover in small or large groups.

On a typical day the children arrive at their rooms and are greeted by the teacher. The beginning of the day is relaxed and the children have time to enter and explore the room. At 9am, the children usually gather on the carpet for a morning circle. This is an important time of the day where thoughts are shared and the day ahead is discussed. The children are for the most part in the classrooms with their homeroom teacher. Our specialist subjects – creative arts, sports, German, library, outdoor learning and community time – are taught by specialist teachers. These lessons are take place in specific classrooms, and the teacher is supported by the teaching assistants.

A brief description of the **Homeroom subjects**:

Language Arts	This covers speaking and listening, reading, writing and drama. A mixture of multimedia, writing books, stories and songs will be used. The children learn to write using the lowercase letters. Our reading program in EY4 is based on the Oxford Reading Tree scheme. We have a range of fact as well as fiction books. Starting with picture books for comprehension and vocabulary and then moving on to more complex words and sentences.
Number work	This is a mix of hands on activities, songs, games and writing. We concentrate on numbers up to 20 in EY3 and up to 50 in EY4, shapes, simple addition and subtraction, measurement, estimation and number formation.
IPC	The international primary curriculum is a topic based cross curricular subject. The classes have up to four topics a year.
I.C.T.	The I.C.T. is taught as an integrated subject in the classroom or in the computer lab. The children will learn basic skills with the mouse, keyboard and also with the iPad. I.C.T is also linked to IPC or class work.

Specialist subjects:

German	This program is taught in the in the Early Years language room. The children learn German vocabulary through a variety of activities and games following the IPC or seasonal activities.
P.E.	Sports class is taught for 45 minutes twice a week in one of the sports halls or outside. The children change clothes for sports.
Library	Once a week for 30 minutes in the EY/ES library upstairs. The children are allowed to take one book home and only on return can they take another book out.
Community Learning	As part of our move to a more inquiry based way of learning here at the FIS we will introduce a new specialist subject to our program. For an hour in the afternoon Mon-Thurs the children will join together and work collaboratively on a variety of projects. The children will be involved in a range of activities including cooking, as well as creative, exploratory and investigative play. The personal and social learning objectives from our curriculum will be taught through well planned and delivered activities.
Creative arts	Children have the opportunity to create, explore and manipulate different materials. The activities are project based involve art and drama.

Outdoor Learning The outdoor learning environment is an extension of the indoor classroom. It is a learning environment which is as carefully planned as the indoor activity centers, encouraging motor and social skills as well as helping children refine existing cognitive structures and construct new ones.

Our mud kitchen provides an incredible opportunity to develop physical skills, language, imaginative play, and encourage social interaction. As well as being a fantastic opportunity to play with mud! The children who want to explore and investigate have the opportunity to do so.

The insect hotel was built by the children and is being cared for by everyone. The children planted flowers and shrubs all around and on top to encourage different insects. As the insects move in, the children will be able to explore, discover and inquire into what is happening. Taking care of the plants is also a huge responsibility to keep our garden looking beautiful and keeping a place where insects can thrive.

Learning in the Elementary School

The International Primary Curriculum (IPC)

Students in the Elementary School follow the International Primary Curriculum (IPC). It is an international, up-to-date, comprehensive and future oriented curriculum program aimed at primary aged children (3-12 years) growing up in the 21st Century. It nurtures a love of learning and encourages necessary key skills and personal qualities.

The International Primary Curriculum is based on a set of explicitly defined learning goals or standards for every subject of the curriculum, for personal development and, uniquely, for the development of 'international-mindedness'. The learning goals are defined for three distinct stages or 'mileposts' in children's education:

Early Years – children from 3 to 5 years

Milepost 1 – children from 5 to 7 years

Milepost 2 – children from 7 to 9 years

Milepost 3 – children from 9 to 11 years

The learning goals are clearly identified in terms of the development of knowledge, skills and understanding. Identifying clearly the difference between these three types of goals helps teachers to be aware of:

- the different ways children learn
- the different ways each needs to be taught and the different ways each needs to be assessed.

What are the IPC Units of Work?

We have chosen units of work which are multidisciplinary. Each unit is based on the learning goals. Students at the FIS will complete 4 or 5 units of work in each grade level. The units generally run between 5 and 10 weeks depending on the topic.

*Please see the FIS website for a curriculum map of the chosen IPC Units for all

Early Years and Elementary classes at the FIS.

Units of work are rigorous. Activities are highly focused; each individual activity is related to specific learning targets. Units of work provide activities especially written in line with current research on how children learn best. The unit activities include:

- Researching activities
- Recording activities
- International activities
- Extension activities

The units of work provide practical applications that teachers can utilize in the classroom as well as other supportive information. Each unit is structured to make sure that children's learning experiences are as stimulating and engaging as possible.

The IPC units of work offer continuous opportunities to practice, assess and improve children's skills in a way that is embedded in the tasks, ensuring effective assessment for learning as children move through the different age phases.

The program supports teachers in assessing, and children in self-assessing their progress with skills from the IPC Learning Goals, and is broken down into 3 parts: teacher rubrics, children's rubrics and learning advice.

Personal and International Learning

As global citizens and as the single career gives way to a lifelong portfolio of different occupations, there is an increased need for different and revised knowledge, skills and understandings. So therefore children need a classroom environment that encourages them to become lifelong

learners and demonstrate: enquiry, resilience, adaptability, thoughtfulness, communication, morality, respect and cooperation. Opportunities for children to experience and practice these characteristics are embedded into the learning experiences.

The IPC supports the FIS statement of International Mindedness. Each IPC unit has embedded within it, across the different subjects, learning-focused activities that help children further their global awareness and gain an increasing sense of themselves, their community and the world around them, as well as inspiring positive action and engagement with global issues. In addition to this, each thematic IPC unit of work includes specific tasks related to international as a subject in its own right.

For more information, please visit the IPC website:
<http://www.internationalprimarycurriculum.com>

Learning in the Elementary School

Elementary School Homework at the FIS

As articulated in the FIS Philosophy and Objectives, our aim is for the students to 'reach their fullest potential intellectually, socially, and physically'. Educating the whole child is central to this philosophy. After the school day many children are involved in sports teams, music lessons, or first language learning - all of which help in developing the whole child. At the completion of each school day it is also important for children to have time to relax with family and friends.

Making homework meaningful

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

For more information please refer to the FIS whole school guidelines for homework.

Report Cards in Elementary School

A comprehensive Report Card detailing your child's progress at school will be given out two times each academic year:

- First Semester: February
- Second Semester: June

Learning in the Middle School (Grades 6 - 8)

In the Middle School (MS) students transition from trans-disciplinary learning in the Elementary School (ES) to the demands of more disciplinary learning in the High School (HS). Therefore, learning in the Middle School introduces students to more subject based learning through a curriculum designed to align fully with progression between the sections of the school.

Subjects studied

All students study

- English and/or English as a Second Language
- Mathematics
- Science
- German as a First Language OR German as a Second Language
- Spanish
- Social Studies
- Physical Education (PE)
- Drama
- Art
- Music

Advisory

The MS is a crucial time for students' social and emotional growth as they make the exciting transition from children to young adults, from being largely dependent on their parents to increasing independence and autonomy in their learning and daily lives. An advisory programme has been developed in order to ensure that important habits and traits, such as organisation, service to their community and integrity, are developed at this formative time in their school lives. This is taught through a timetabled lesson each week, but also much more widely through the Approaches to Learning (ATLs) that direct the explicit teaching and assessment of these skills and traits in their mainstream classes.

Outdoor learning

Approaches to Learning are also delivered through outdoor learning, which in the MS is particularly evident in the week long residential field trips for each MS grade that students take in the German Alps at the start of each academic year. These trips provide a key opportunity for new students to be fully integrated and for all students to develop the collaborative skills and approaches, through challenging tasks and situations, that will enable them to learn most effectively together in their classes throughout the school year. Full details of residential trips for SY 2016-17 are available [here](#).

Homework in Middle and High School

The FIS has clear [guidelines for homework](#), outlining the rationale and purpose for homework as a meaningful learning activity.

In the MS students have a schedule for which subjects will set homework on which nights, and this is published to students and parents here. The purpose of the schedule is to ensure that students have a balance between meaningful homework and the many explorative after school activities that are crucial to their development of self during their transition from being a child to a young adult. The homework schedule also provides expectations for students and transparency for parents, so that they are best able to guide their child through the adjustment to completing homework at this formative stage of their lives and hence instilling positive habits for when they transition to HS.

In the High School

Homework is set to help students develop good habits of private and independent study, to read, learn and revise subject material, and to finish work in a subject that cannot be completed within the time allocated in school. It may happen that no useful homework can be set, in which case, students should use this opportunity to review work, reorganize files, and so on.

When the homework is due

In between the dates above, the days and times they will actually sit down and do the work.

Homeroom teachers may check student planners. The student planner also serves as a useful line of communication between parents and teachers. While guidance can be given at school, parents can give valuable help by making sure that assignments are completed systematically and not left until the last minute.

We regard all homework assignments as important tasks, set to help students towards academic success. We are also aware of the unhappiness or stress which inappropriate or excessive homework can produce. We hope parents will encourage and help their children in this important area.

Should a student be spending an extremely long or very short time completing homework, parents should contact the homeroom teacher or subject teacher to discuss their concerns.

It is the student's responsibility to obtain and complete all work and homework they may have missed due to an absence.

Homework is set to help students develop good habits of private and independent study, to read, learn and revise subject material. It may happen that no useful homework can be set, in which case, students should use this opportunity to review work, reorganize files, and so on.

Each student must have a student planner which must be taken to all lessons. We expect students to write homework assignments in this student planner.

Each time homework is assigned students should write in their planner:

- When the homework was assigned
- When the homework is due

In between the dates above, the days and times they will actually sit down and do the work.

Homeroom teachers may check student planners. The student planner also serves as a useful line of communication between parents and teachers. While guidance can be given at school, parents can give valuable help by making sure that assignments are completed systematically and not left until the last minute.

We regard all homework assignments as important tasks, set to help students towards academic success. We are also aware of the unhappiness or stress which inappropriate or excessive homework can produce. We hope parents will encourage and help their children in this important area.

Should a student be spending an extremely long or very short time completing homework, parents should contact the homeroom teacher or subject teacher to discuss their concerns.

It is the student's responsibility to obtain and complete all work and homework they may have missed due to an absence. Homework not completed by the designated due date will result in a reduced grade.

Reporting in Middle and High School

The Franconian International School sees the student, parent and teachers as partners in the learning process. Our reporting procedure is a very important part of this relationship.

Mid-semester interim progress reports are distributed prior to the Parent-Teacher Conferences in October and March. These consist of current grades and Approaches to Learning indicators only. It is important to remember that these are not summative grades and will not appear in any formal High School transcripts.

Formal comprehensive reports will be distributed two times each academic year:

- First semester: January or early February
- Second semester: Late June

Students receive a narrative report, a summative grade, and Approaches to Learning indicators, for each subject. Teachers will write a comment reflecting progress, strengths and areas for improvement. A grade will show attainment against learning objectives in each program of study for that semester. In High School, these grades will appear in formal transcripts.

Grades are awarded using the FIS grading system.

- 7 Excellent performance
- 6 Very good performance
- 5 Good performance
- 4 Satisfactory performance
- 3 Mediocre performance
- 2 Poor performance
- 1 Very poor performance

No end-of-semester report cards will be issued for students who leave during the first or third quarters of the school year as these students are expected to complete their school year at a further academic institution. Students arriving during the second or fourth quarters will not receive a grade or report for that semester.

The reporting format has been developed in order to stress that students should view their progress in a positive light, and then along with their parents, set goals for the upcoming semester.

Learning in the High School

The FIS High School consists of Grades 9 through to Grade 12.

Grade 9 and 10 students will be undertaking the International General Certificates in Secondary Education (IGCSE). The IGCSE is a balanced international curriculum which is designed to encourage high academic standards through a practical approach to teaching and learning. The IGCSE offers a solid foundation to students who will be participating in the International Baccalaureate Diploma program in Grades 11 and 12. The High School also has its Parallel Program with a number of students from Grades 11 and 12 participating in this course of studies. The IGCSE, IB, and Parallel Program foster the attributes that the FIS cherishes; namely, the nurturing of international mindedness, the respect for all cultures, responsible global citizenship and equipping students with the tools to be a life-long learner. These are the core values of the FIS High School.

Every student is given the opportunity to graduate in Grade 12 with the FIS High School Diploma. This diploma is offered in addition to the IGCSE and IB. The IGCSE and the IB are academically challenging programs, therefore it is hoped that the FIS High School Diploma will be the minimum requirement with which every student will be graduating.

The FIS High School Diploma qualifies students for entry into a number of American colleges through our accreditation with New England Association of Schools & Colleges. In combination with a SAT score of 1300 or above, a FIS High School Diploma is recognised for study in German universities.

Further detailed information on the High School curriculum and the individual IGCSE and IB courses may be consulted on the FIS website.

Parent teacher conferences

Parent/Teacher Conferences are scheduled each fall and spring. In all grades the students are also encouraged to attend the conferences and in some cases may lead the conference. Please refer to the school calendar for the dates that parent/teacher conferences are scheduled. Special conferences, other than those regularly scheduled, are encouraged and may be arranged at any time by contacting your child's teacher. It is important that parents keep their scheduled appointments. Parents are requested to leave smaller children at home so that the parent conference may be a successful and worthwhile experience.

Learning Support

Where appropriate, learning support is provided by learning specialist teachers for students with learning exceptionalities, so as to meet their individual needs in accessing the curriculum.

Services may include remedial and compensatory instruction, skill development, re-teaching and content support. The learning support team also liaises with other outside specialists and services in order to provide the widest array of services possible for FIS families.

For further information and advice, please contact the Student Support Coordinator.

Counseling

Although students are encouraged to talk to their teachers when seeking advice and assistance in everyday matters, in the instance that students have personal issues they would like to address confidentially, they may make an appointment to talk with the guidance counselor.

Likewise, students may be referred by a teacher or parent to speak with the counselor.

The counselor also works with students, parents and teachers on matters concerning school behavior and academic issues, assisting students in obtaining the testing and resources they may require.

Post-secondary and career counseling are also an integral part of the guidance program in High School.

Technology

Use of technology is integral to learning at the FIS. Further details of the use of technology for learning, FAQs and device minimum specifications are available on the school website <http://the-fis.de/e-learning/>

Students are responsible for appropriate use of computers and the school computer network.

The network is provided for students to conduct research and to communicate with others. Independent access to the Internet is provided to students who agree to act in a considerate and responsible manner. Access is a privilege, not a right. Access entails responsibility.

Individual users of the computer network are responsible for their behavior and communications over both the Intranet and the Internet.

School Network and cloud storage areas will be treated like school lockers. Network administrators or computer teachers may review files and communications to maintain system integrity and to insure that the users are using the system responsibly. Users should not expect that files stored on the server or emails sent from the school are always private. In addition, users should assume that a network administrator will periodically check the history of the sites each user has visited.

Students will be responsible for their actions on the Internet and will be held accountable according to the FIS Code of Conduct and the laws of the Federal Republic of Germany. The Franconian International School will assume no liability in the case of illegal activity on the part of a student.

In addition to following current local and international laws, the following are not permitted:

- Installation of personal software on **school** computers
- Using the Internet for purchasing items
- Accessing or distributing obscene, profane, pornographic, sexually explicit or illegal material
- Using others' passwords
- Trespassing in others' folders, work or files
- Sending offensive messages or pictures
- Using obscene language
- Damaging computers, computer systems or computer networks

Consequences/Disciplinary Action

First violation will result in loss of Internet access for an indefinite period of time and possible suspension from school.

A second violation will mean additional disciplinary action. Depending on the severity of the violation, this may result in permanent loss of access to both the Internet and the Intranet, as well as suspension from school, in accordance with the FIS Code of Conduct.

Students and their families will be liable for any financial damages resulting from misuse of the Internet at the Franconian International School. When applicable, the police may be involved.

Plagiarism

The school librarians lead the teaching of research skills beginning in the Elementary School. By developing the habits of strong research skills at a young age students are able to identify and avoid the potential pitfalls of plagiarism, which can have very serious consequences in the older grades.

Definition of plagiarism

The following information is taken from James D. Lester's *Writing Research Papers: A Complete Guide*, 9th Ed. 1999

Plagiarism is the offering of the words or ideas of another person's work as one's own. These words and/or ideas may come from print or non-print resources including interviews, television, online databases or the Internet.

Types of Plagiarism

1. Using another student's work, in whole or in part, and submitting it as your own.
2. Intentionally misusing reference sources.

An Obvious Form of Plagiarism

Copying any direct quotation from source material without providing quotation marks and without crediting any source is an obvious form of plagiarism. This includes copying and pasting text from web pages on the Internet.

A More Subtle Form of Plagiarism

Paraphrasing material or using an original idea or interpretation that is not properly introduced, rephrased or documented.

Students are clear guidance on the above as well as strategies to avoid plagiarism

In addition, you are an accomplice to plagiarism and are equally guilty of it when you consciously:

1. Allow your assignment, in outline or finished form, to be copied and submitted as the works of another.
2. Prepare an assignment for another student and allow it to be submitted as his or her own work.

In MS and HS, there will be disciplinary Consequences of Plagiarism

- The teacher will inform the principal, and they will meet with the student to discuss the assignment in question.
- The Principal may notify the parents, and the parents may be asked to join the conference.
- If sufficient evidence indicates that the work is plagiarized then the principal, in consultation with the teacher, may impose one of the following consequences:
 - Resubmit the assignment: The student will revise and resubmit a properly documented assignment, earning a reduced grade.
 - In the High School no credit may be given for the assignment
 - Deliberate attempts at plagiarism in the High School could result in a student being deemed ineligible to sit the examinations for the IGCSE or IB Diploma Program.

Promotion/Retention Policy

Since children grow intellectually, physically and socially at different speeds, no child will be judged by the growth of any other child, but should be judged on his own rate of progress. There are several factors that we look at in the promotion and retention of students. These include:

- a. Academic progress
- b. Social and emotional development
- c. Physical development
- d. Chronological age
- e. Teacher judgment
- f. Parental input
- g. Attendance
- h. ESL and learning support

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

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

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

The following are the expectations on all members of the FIS community, and have been developed, with the Student Councils, to ensure a caring and cooperative environment in which effective learning takes place and all individuals may flourish.

Considerate behavior is expected at all times and this is embodied in the following school rules:

- Follow the teacher's instructions the first time.
- Listen when others are speaking.
- Be kind - do not hurt others physically or verbally.
- Be safe - use equipment sensibly and carefully and walk around school.
- Be tidy - put things away carefully after you have used them.
- Be respectful - treat others the way you would like to be treated.

Code of Conduct

- The expectations of students are set out in below. These are based on our belief in:
- The importance of courtesy to and respect for others
- The need for a safe, healthy learning environment
- The importance of the orderly operation of the school
- Respect for school property and personal property
- Courtesy to and respect for others

We expect students to:

- Maintain a high standard of behavior, courtesy and consideration both in and outside school.
- Wear suitable/appropriate clothing to school as per the FIS Dress Code.
- Arrive punctually at the correct classroom.
- Walk in the school building, keeping to the right on the stairs.
- Share the building and equipment sensibly.
- Use appropriate language at school and on school outings.
- Have all appropriate materials ready for class before it begins

A safe, healthy learning environment

We expect students to:

- Dispose of their litter/rubbish in the bins provided.
- Wait for school lunch in an orderly queue as instructed by staff on duty.
- Clean up their own spills and mess in the cafeteria.
- Clear away trays, wrappings, papers, cutlery in an orderly manner in the cafeteria.
- Not bring cigarettes to school nor smoke (see Drug & Alcohol Policy).
- Be aware that possession of alcohol and drugs is forbidden (see Drug & Alcohol Policy).
- Use marked pedestrian crossing points
- Stay on the school premises throughout the day, unless they have parental permission.
- Not bring dangerous objects (e.g. switchblades, lighters, lasers) to school.
- Report all accidents, damage or potential danger immediately to a member of staff.

Respect for school property and personal property

We expect students to:

- Clearly mark all their property (especially P.E. and sports clothing), with their name.
- Not bring valuable articles or unnecessarily large sums of money to school as the school will take no responsibility for personal property.
- Treat the school premises, the furniture and fittings with proper care, and report any defacement or damage immediately to a staff member.
- (MS/HS) Keep their lockers secure, clean and tidy.
- Be responsible for the condition of their homeroom and take pride in its appearance.

Orderly operation of the school

We expect students to:

- Arrive at school punctually in the morning by 8:30 am.
- Inform the school in advance and in writing, if an extended period of absence is requested.
- Avoid being late for class and disrupting lessons.
- In HS/MS, visit their lockers before school, during break time and lunchtime to organize their equipment for lessons.
- Record all homework set.
- Complete any homework set on time and to the best of their ability.

Dress Code

Schools are educational institutions. All students are expected to dress and groom themselves neatly in attire that is suitable for school activities. They are expected to pay close attention to personal hygiene. Clothing should be clean and in good repair. All students should wear appropriate footwear – for safety reasons, flip-flops should not be worn. Hats, caps, visors or sunglasses shall not be worn in the school building.

Lunch at The FIS

The children who attend the FIS may take part in the hot lunch program which is in the school cafeteria. A published menu will be sent home each month listing the daily choices. Parents will be given two copies of the lunch menu on a regular basis. One completed form should be returned to the FIS, and the other kept at home. Billing for hot lunches will take place at the end of each semester.

If your child prefers, he/she may bring a lunch from home, please pack an adequate and nutritious lunch. Students who forget their lunch at home will be given a hot lunch in the cafeteria. The parents will be billed later.

Lunch and Snack Procedures in Elementary School

Elementary lunch is from 11:55-12:40. ES students use the cafeteria in two sittings EY5, grade 1 and 2 from 11.55 to 12.20, grade 3, 4 and 5 from 12.20 to 12.40. Your child will have an opportunity to have a mid-morning snack each day. Each child will bring in his/her own snack and/or drink. We would like to encourage the consumption of healthy snacks at this time, for example fruit, sandwich, snack bar. Please only include sweets/chocolate in your child's snack box on special occasions and not on a daily basis.

Field Trips

An extensive program of Field Trips is offered. Learning experiences outside of the classroom are greatly valued as well as being highly enjoyable. A range of single class, grade level and subject-specific field trips take place.

Student participation in field trips, unless otherwise stated, is mandatory.

On admission to the school, a parental agreement form for the student to attend one day (non-residential) trips is completed, and this remains valid for the rest of the student's time at the FIS. For each residential (one night away or more) field trip, further parental permission is requested.

FIS single day class field trips and the Middle and High School one-week field trips are mandatory and included in the cost of tuition up to a certain amount. If the cost of a field trip exceeds this included part of the costs and for voluntary field trips, e.g. MUN, the FIS reserves the right, to charge the costs partially or total to the parents.

After School Activity Program (ASAP)

The Franconian International School offers a comprehensive range of activities designed to develop the whole child. There are a variety of activities available covering a wide spectrum of interests. These activities are primarily offered by our teaching staff and vary to some degree from semester to semester, and year to year. A full list of activities is published to parents at the beginning of the school year with sign-up via the Parent Portal. Enquiries regarding ASAPs should be directed to the school office.

Sports and the German International Schools Sports Tournament (GISST)

The sports program offers students the chance to develop through sports. Through a wide variety of sporting opportunities, students will have the ability to grow physically, mentally, and socially. Teamwork, dedication, goal setting, and a sense of community are the main components of the sports program. Coaches and staff members all teach the same sports' philosophy focused on fair play, individual and team growth, and having fun.

The Program offers opportunities for both international and local competitions for students from fifth to twelfth grade. As a member of the GISST (German International School Sports Tournament) we compete with other international schools located within Germany. Soccer, volleyball, cross country, racquet sports, basketball, and track and field are offered during their respective seasons. Fall sports run from September to December. Winter sports run from January to March with spring sports beginning in March and ending in June. Practices are held twice a week after school. Students ages ten to thirteen play in the U14 League, while students fourteen to eighteen play at the Varsity level. Games and tournaments take place on weekdays as well as some weekends.