

FIS Handbook 2022-2023

Our Mission

To foster international-mindedness through a challenging curriculum in a caring and cooperative environment, inspiring students to become well-rounded citizens committed to the service of humanity.

Our Vision

A community exemplifying progressive pedagogy, innovative technology and service learning. Our students will exhibit integrity and the desire to make a positive impact in the world.

International Mindedness

All members of the FIS community are open, respectful and accepting. We seek to learn about others, recognising both our differences and similarities, to create a better world.

High Quality Learning

Learning at the FIS

- Is encouraged within authentic contexts
- Is constructivist, and inquiry-based
- Develops and thrives through creativity
- Fosters critical thinking

Table of Contents

Welcome from the Heads of Sections	5
General Information	6
Structure of the School Day	7
Attendance	8
School Supplies	9
Health and Safety	9
Transportation	12
Parent Teacher Organization (PTO)	12
Lost & Found	12
School Photographs	12
Home-School Partnership	12
Sprechstunde	13
Rights & Responsibilities	13
Dress Guidelines	14
Promotion/Retention Policy	15
Lunch at the FIS	16
Student Life	16
Field Trips	16
After School Activities Program (ASAP)	17
Sports and the German International Schools Sports Tournament (GISST)	17
Learning at the FIS	18
High Quality Learning	18
English as an Additional Language (EAL)	18

Learning in the Primary School	18
Home Learning at the FIS	25
Communicating Your Child's Learning	25
Learning Support	26
Counseling	26
Technology in the Primary School	26
Useful Primary School Contacts	27
Learning in the Secondary School	28
Useful Secondary School Contacts	28
IB Middle Years Program (MYP)	29
FIS High School Diploma Requirements	30
IB Diploma Program (DP)	31
Predicted Grades: University and IB	32
Advisory	33
Homework in the Secondary School	33
Late work: Guidelines for submission and assessment	34
Reporting in the Secondary School	34
Learning Support	35
Counseling	35
Technology	35
Academic Integrity and Plagiarism	37

Welcome from the Heads of Sections

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 relevant section head. If you have a question relating to your child's education these should be directed firstly to your child's homeroom teacher or advisor.

Dan Slevin (Head of Primary School)
Jessica Davey (Acting Head of Secondary School)

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

Franconian International School e.V. (FIS)
Marie-Curie-Str. 2
91052 Erlangen, Germany
Telephone: +49 (0) 9131 / 94039 - 0
Fax: +49 (0) 9131 / 94039 - 710

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 Primary School reports, teacher *Sprechstunde* availability, After School Activities and GISST activities, amongst others.

FIS Calendar

The annual calendar, together with Events listings, can be found on the [FIS website](#). There are several early release days during the year; please check the calendar carefully.

FIS Newsletter

The weekly newsletter is the school's primary means of communication with the FIS community. For the most current information about activities and events at the FIS, please visit the website and subscribe to our weekly [newsletter](#).

General Information

Office Opening Hours

The main administrative offices are open from 8:00 until 17:00 daily, Monday through Thursday and 8:00 until 16:00 on Fridays.

School Opening Hours

The school opening hours are 8:20 to 16:00. The official entry into the school is through the main building's front entrance for all visitors, unless an appointment has been arranged in FIS2. Access to the campus and the buildings may be limited at any time for community members and/or visitors as required by FIS health and security protocols.

Students are not allowed in the school corridors before 8:20. At the end of the school day there is no supervision provided by the school, unless the students are enrolled in an official after-school activity.

- Primary School students who are not involved in a supervised activity will not be allowed to remain on campus after 15:45 unless supervised by a parent or designated adult.
- Secondary School students who are not involved in an activity should not remain on campus after 16:00.
- Secondary School students who remain on campus due to late starting activities are expected to wait in the cafeteria or aula.
- Students in Grades 9-12 may study in the FIS II Library after school until 16:00 under supervision from the Librarian.

Access to the hallways, classrooms, libraries, playgrounds, sports fields or gyms is limited to students and FIS employees during school hours.

Appointments are necessary for both parents and other visitors to access the school during the school day. On entry into the school a FIS visitor pass will be issued at reception and the relevant member of staff will be informed of the arrival.

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.

End of the Day Campus Closure

There is no supervision of students after 15:40 each day. All parts of the school campus are closed to students at 17:00 each day. Exceptions are for organized events, including after school activities, CAS/Service Learning groups, and sports fixtures. Unsupervised use of the gyms and outdoor play facilities and surfaces is not permitted.

Parents should ensure their child leaves school or is collected at 15:40, or when the approved after school activity finishes.

Structure of the School Day

Primary School

Arrival/Dismissal Schedule

Monday - Thursday

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

Friday

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

End of the Day Procedures in Primary School

Children from EY to Grade 1, 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 2 - 5 exit the school independently. Parents/carers collect their children from the front forecourt outside the main entrance.

Secondary School

Monday-Friday (Gr. 6-12)

Period	Start	End
Advisory	08:25	08:35
1	08:35	09:35
2	09:35	10:35
Break	10:35	10:55
3	10:55	11:55
4	11:55	12:55
Lunch	12:55	13:40
5	13:40	14:40
6	14:40	15:40

Morning Attendance

Students must be in their homerooms/advisory classes by 8:25 when attendance is taken. Late arrivals must report to reception from 8:30; punctuality is monitored regularly and the school reserves the right to follow up on repeated tardiness.

Attendance

Frequent or unnecessary absences of students from Grades 1-12 can negatively impact academic progress. As such, the school has a few important expectations related to student attendance:

- To every degree possible, we ask that parents arrange family trips during school vacation times. A copy of the school calendar posted [on our website](#). For further information, refer to the 'Vacation' section below.
- In the event of an absence that is known in advance (due to an extraordinary family event, religious commitment, or cultural celebration, for example) parents should request permission from the appropriate Head of Section. Though it is essential that students communicate with their teachers in advance of any such periods of absence, we ask that families understand that much of the classwork and learning missed during absences cannot simply be "made up" by providing extra assignments.

Please be advised that German law requires that schools report to local authorities any prolonged or repeated unexcused absences of students enrolled in Grades 1-12. The authorities expect that the FIS will not excuse absences unless there are extenuating circumstances. Please be aware that the German authorities may issue fines to families as a result of noncompliance.

Absence Notification Procedure

Should a student be absent from school, parents are asked to register this absence through the [Parent Portal](#) before 8:30 on the day of the absence and, if their child rides the bus, please inform the bus company directly early in the morning.

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.

Absences will be recorded either as excused or unexcused.

The school may require a medical certificate in case of illness (BaySchO § 20), in case of:

- illness of three or more school days
- absence on the day of a previously announced assessment
- in case of frequent short-term illness

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. Unexcused absences 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 prior to an unexcused absence.

Students Off-Campus (Grades 11 and 12)

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

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 DP study room and common 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 lunch period or their study period (Grade 11 students from January) 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 returning back onto the campus after signing out, or in cases of inappropriate behavior 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) provided they have made onward travel arrangements and have their parents' agreement.

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 in the [Primary](#) and [Secondary](#) sections under the documents tab.

Health and Safety

COVID-19 Safety and Hygiene Protocols

The School regularly updates safety and hygiene protocols in response to Bavarian regulations to determine appropriate actions and minimize the potential disruption to the learning environment. The current safety and hygiene protocols are available on the [FIS website](#); updates are published in the FIS Newsletter.

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. It is the responsibility of the parent to review and update emergency contact details in a timely manner.

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 must follow the instructions of staff.

Safeguarding

The Franconian International School is committed to building and maintaining an environment that proactively safeguards our students, promoting their personal growth, wellbeing, and care. The school's Safeguarding Policy, available on the [Parent Portal](#), intends to establish a holistic, comprehensive approach to safeguarding, embracing the United Nations Convention on the Rights of the Child. It sets forth the steps our employees, volunteers, visitors, and externally contracted staff, coaches and occasional workers are required to take in order to safeguard and promote the welfare of students, and to respond promptly and effectively, should abuse or endangerment be observed, suspected, or disclosed. It also outlines the communication and collaboration maintained with parents as regards safeguarding matters.

It is important that parents inform the school of any particular needs their child might develop or any circumstances at home that might affect their child's performance at school.

Any safeguarding, health and safety or security concerns should be shared with the Head of School or a counsellor. Further information is available upon request from the school's Head of Wellbeing, Michelle Ang (michelle.ang@the-fis.de).

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 (health@the-fis.de).

Illnesses of Children

Parents should inform the school should their 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. Students should hand them to teachers before they leave and any medicines must be taken in the supervising presence of FIS staff. Parents should 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 parents should register in advance the time of absence on the Parent Portal, in the out of school section.

Counseling Services

FIS Counselors respond to immediate and longer-term learning, developmental, and social-emotional needs of students. Services include individual and group counseling for students, as well as consultation and support for parents and staff. Counseling sessions are arranged according to needs and availability, through a walk-in and appointment basis. On occasion, they make referrals to external agencies, and can assist parents in finding external professionals. The FIS Counseling team also plays an integral role in developing and implementing wellbeing curriculum and related initiatives across the school.

Drugs and Alcohol on Campus

According to Bavarian law (BaySchO § 23), students are not permitted to consume alcoholic beverages or other drugs on the school campus or at school events. Exceptions can only be approved by the Head of School.

Weapons and Other Dangerous Items

Weapons, real or pretend, or other potentially dangerous items are not permitted on the school campus. Should a student be found to carry such an item it may be confiscated. If students under the age of 18, items can only be returned to a parent or guardian. (BaySchO § 23).

Transportation

The FIS encourages participation in the transport service organized 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. Tamara Reinhold via bus@the-fis.de or by telephone 09131/940391010. Further information on the school's bus service can be accessed via the [school website](#).

Parent Teacher Organization (PTO)

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 Secondary School, all students are assigned a locker 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. Students are expected to provide their own padlock.

School Photographs

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

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:
<ul style="list-style-type: none"> ● A safe, well-ordered, caring environment in which learning can take place. ● The student is valued as an individual. ● Planned programs of teaching providing opportunities for pupils to achieve their potential. ● Early warnings of problems concerning work, behavior or relationships. ● Information about academic and social progress. ● To be listened to and respected. 	<ul style="list-style-type: none"> ● A safe, caring home environment which allows students to develop positive attitudes towards school. ● To support the school's behavior and academic policies. ● A supportive attitude which complements the work of the school and will allow the child to benefit from education. ● Early contact with the school to discuss matters relating to student progress, behavior or happiness. ● Attending parent/teacher meetings to discuss student's progress and support them in attaining their own individual targets. ● Positive support of the teachers' role.

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

- Helping our young people become happy, capable and confident, encouraging respect and care for other people and property.
- Providing 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.

Parent Teacher Conferences

The FIS offers parents the opportunities to come into school and discuss their child(ren)’s learning twice a year. Dates can be found on the school calendar.

Sprechstunde

The FIS uses a *Sprechstunde* model (teacher office hours) to offer additional opportunities for parents to discuss the child’s learning with teachers in a scheduled, ten-minute conversation. Parents are asked to contact teachers directly to request a meeting. Teacher availability for a *Sprechstunde* will be published on the Schoolbase Parent Portal by the end of September. We are confident that this will offer parents appropriate opportunities to learn about their child’s progress and steps for further growth.

Rights & Responsibilities

We expect that all community members display values that include respect, responsibility and safety. Our hope is that all will strive to embrace a positive attitude and attempt to recognize and appreciate the learning experience. This expectation is based on the common understanding that students, teachers and parents have shared rights within our educational community:

- Students have the right to learn in a positive, nurturing and protective environment.
- Teachers have the right to teach in a positive, nurturing and protective environment.
- Parents have the right to be informed partners in a positive, nurturing and protective environment.

Community Rights & Responsibilities

In accordance with our mission and vision we aspire to educate well-rounded citizens committed to the service of humanity. We value inquiry, critical and creative thinking, taking risks, and acting with integrity and compassion. We are committed to providing a safe, caring and cooperative educational environment. To this end, all community members share the responsibility to create this environment.

The FIS therefore expects students to:

- Demonstrate integrity by developing honesty and self-discipline.
- Respect themselves and others.
- Respect school rules and guidelines.
- Take responsibility for their own actions.
- Seek ways to resolve problems in a peaceful manner.

- Speak up if they see someone being treated unfairly.

In order to model these expectations to students we expect members of staff to:

- Treat students with respect and kindness.
- Work together collegially.
- Respect and help to enforce school norms, policies and guidelines.
- Treat all parents with the utmost respect and consideration.
- Take their professional responsibilities seriously.

In order to model these expectations to students we expect parents to:

- Work with us cooperatively to meet the needs of the students.
- Treat all staff members with the utmost respect and consideration.
- Treat each other with respect and kindness.
- Respect and help to enforce school rules, policies and guidelines.

Dress Guidelines

The FIS is a professional, diverse and inclusive learning and working community. We strive to create a climate where the cultural and personal values of individuals are respected. The primary responsibility for student attire rests with the student themselves and their parents/guardians. As a school community, the FIS establishes guidelines including how to dress appropriately for school.

Personal appearance makes an important contribution to creating an optimal learning environment. Therefore, some types of clothing that may otherwise be suitable for recreational wear may not be suitable for school. Additionally, the school has a responsibility to ensure that clothing choices reflect inter-cultural respect and sensitivity and do not violate health and/or safety regulations.

Inappropriate clothing includes:

- Clothing or items of jewelry that display language or images which are deemed derogatory or insensitive to individuals or groups,
- Clothing or items of jewellery which display language or images which depict alcohol, drugs, tobacco products, profanity or sexual innuendo.

Students may be asked to wear specific clothing and footwear or remove certain accessories to fully and safely participate in instruction involving physical activity or the use of certain equipment. Teachers may also ask that students remove caps, hats, hoods or other headwear, unless required for medical, cultural or religious reasons, while indoors.

The school may provide additional guidance regarding student attire that conforms with the underlying objectives of this policy, namely, to implement a school dress code free of gender or cultural bias and to prevent concerns about student attire from being addressed as a disciplinary matter except for attire specifically listed as inappropriate above.

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. EAL 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.

Lunch at the FIS

Students attending the FIS may take part in the hot lunch program which is in the school cafeteria. The lunch menus are published monthly on the website. The lunch subscription form as well as detailed information on the procedure to subscribe or cancel lunch are available on the website. If preferred, students may bring lunch from home, please pack an adequate and nutritious lunch.

Students 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 or snack bar. Sweets/chocolate should only be included in snack boxes on special occasions and not on a daily basis.

Student Life

Field Trips

Whenever possible, field trips extend learning beyond the classroom. Learning experiences outside of the classroom are greatly valued as well as being highly enjoyable. A range of class, grade level and subject-specific field trips take place in a typical year.

Student participation in field trips, unless otherwise stated, is highly encouraged.

On admission to the school, a parental agreement form for the student to attend one day (non-residential) trips during the school day 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) or extended day field trip, further parental permission is requested.

FIS single day class field trips and the Secondary School one-week residential trips (if possible due to COVID-19) are part of learning at the FIS 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 Activities Program (ASAP)

The Franconian International School offers Grade 1 to Grade 12 students a comprehensive range of activities designed to develop the whole child. There are a variety of activities available covering a wide spectrum of interests (performing arts, language clubs, sports, craft clubs, art clubs etc...). These activities are offered either by external teachers or by our teaching staff and vary to some degree from season to season (Fall season: September to December, Winter season: January to March and Spring season: April to July), and year to year. A full list of activities is published on the website before each season with sign-up via the Parent Portal. Enquiries regarding ASAPs should be directed to the school office. For further information, please contact manuela.oberfrank@the-fis.de.

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. Football, volleyball, cross country, badminton, basketball, swimming and track and field are offered during their respective seasons. Fall sports run from September to November. Winter sports run from December to March with spring sports beginning in April 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. Additionally, students from second to fifth grade can take part in cross country and swimming. Games and tournaments take place on weekdays as well as some weekends. For further information, please contact mila.fischer@the-fis.de.

Learning at the FIS

High Quality Learning

Learning at the FIS

- Is encouraged within authentic contexts
- Is constructivist, and inquiry-based
- Develops and thrives through creativity
- Fosters critical thinking

English as an Additional Language (EAL)

From Early Years 5 to Grade 12, the FIS has an EAL Program which provides both small-group English language instruction and in-class support in content classes to EAL students until they are ready to fully access the curriculum and produce and comprehend English at a proficient level.

Our EAL Program is levelled and provides instruction for beginners, intermediate and advanced students. Language teaching is linked to other areas of the curriculum through theme-based topics and/or content work from the mainstream classroom. We consider it important that the language objectives are taught through the content, so that EAL students have about the same background knowledge, skills, strategies and concepts as their peers in the mainstream classroom.

For further information, please contact the Head of EAL, Sabine Lang (sabine.lang@the-fis.de).

Key Academic Policies

The most important FIS academic policies are accessible to parents via the [Parent Portal](#). These include:

- Language Policy
- Assessment Policy
- Inclusion Policy
- Academic Integrity Policy

Parents are encouraged to familiarize themselves with the contents of these policies. Opportunities to engage with the policies will be provided on an ongoing basis.

Learning in the Primary School

Our Primary School (Early Years 3 to Grade 5) is a welcoming, safe and nurturing school that offers our students a sense of belonging. Our challenging, stimulating environment supports and develops their natural curiosity, desire to question and to enquire. Learning opportunities are designed to develop creativity, understanding and knowledge about the world around them. We offer our students the opportunity to learn through a wide range of meaningful and multisensory

practical learning opportunities, in both indoor and outdoor learning environments. All students from EY3 - grade 5 have access to our outdoor classroom with weekly focused lessons from our outdoor learning teacher. These lessons complement and reinforces the learning that is happening in the classroom,

We provide a challenging and engaging curriculum which aims to develop the knowledge, skills and understanding needed to enable our students to flourish as global citizens. Our curriculum comprises of the International Primary Curriculum and an English Language Arts and Mathematics curriculum written by the school. A whole school scope and sequence integrates the IPC units of enquiry with the Mathematics and ELA curriculum ensuring interdisciplinary links. There are four distinct stages or 'mileposts' in student learning:

- Early Years – 3 to 5 years
- Milepost 1 – 5 to 7 years
- Milepost 2 – 7 to 9 years
- Milepost 3 – 9 to 11 years

Personal Learning goals, subject learning goals and international and society learning goals guide the planning, teaching and assessment of all students. Student learning growth is assessed against these goals: with achievement tracked and next steps planned accordingly.

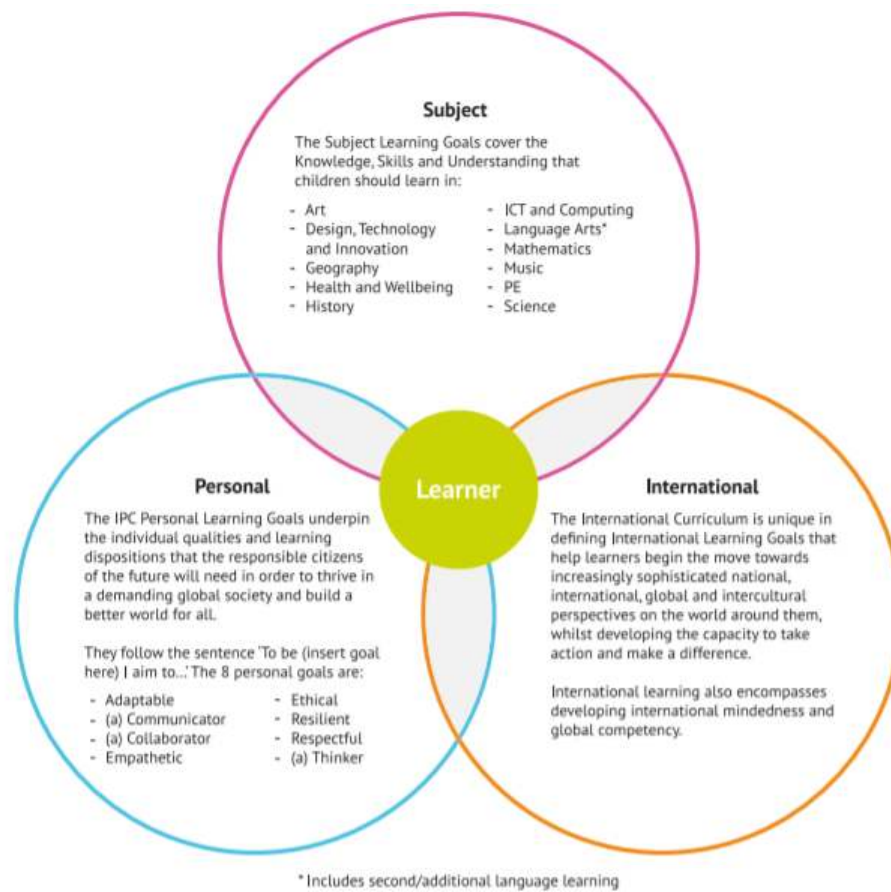









Figure 2: Subject, Personal and International Learning Goals


Personal Learning Goals

IPC Personal Learning Goals are the individual qualities and dispositions deemed essential to be well-rounded citizens, permeating all aspects of a Primary student's school experience.

<p>Adaptable</p>	<ul style="list-style-type: none"> • Approach tasks with an open mind. • Try different ways of doing things. • Follow strategies to manage my own feelings. • Realize that my opinions may change 	
<p>Collaborator</p>	<ul style="list-style-type: none"> • Contribute to group work and learning with various groups/teams. • Appreciate how everyone's activities combine to achieve a goal. • Fulfill the role of leader or group member as and when directed. 	

<p>Communicator</p>	<ul style="list-style-type: none"> • Use verbal & non-verbal communication that is appropriate to the situation, purpose and audience. • Appreciate that people are able to use languages at different levels. • Attentively focus on what is being communicated. • Be clear and relevant. • Be honest and truthful. • Interpret information from a range of sources. 	
<p>Empathetic</p>	<ul style="list-style-type: none"> • Recognize that others may have different learning needs to myself. • Recognize feelings and emotions in others. • Recognize that my words and actions have consequences. • Recognize some of the differences and similarities between my own life and that of others. • Demonstrate kindness to others. 	

<p>Ethical</p>	<ul style="list-style-type: none"> • Recognize that rules are there to help us. • Learn about rules related to different cultures. • Make positive choices when given the opportunity. 	
<p>Resilient</p>	<ul style="list-style-type: none"> • Have more than one go at something. • Appreciate that not everything can go my way. • Seek help when I only really need it. • Realize that learning takes effort. 	
<p>Respectful</p>	<ul style="list-style-type: none"> • Treat others as I would like to be treated. • Accept that others have different opinions to me. • Be considerate of others' personal space and their things. • Recognize and accept that we are all different. • Use less, share resources and help maintain shared environments. 	

<p>Thinker</p>	<ul style="list-style-type: none"> ● Identify and consider issues in local and global contexts. ● Give a reason for why I think something. ● Reflect on my own strengths and weaknesses to inform next steps in learning. ● Reflect on where I have been successful in my learning. ● Imagine solutions to problems. ● Use others' ideas as inspiration. ● Seek to connect learning with personal experiences. 	
----------------	---	---

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. Therefore children need a classroom environment that encourages them to become lifelong learners and demonstrate the following personal learning goals: adaptable, collaborator, communicator, empathetic, ethical, resilient, respectful and thinker. Opportunities for children to experience and practice these characteristics are embedded into the learning experiences.

Subject Learning Goals

These identify the knowledge, skills and understandings deemed age appropriate at each grade level in:

- English Language Arts,
- Mathematics,
- Science,
- Art,
- History,
- Geography,
- German
- ICT and Computing,

- Music,
- Technology,
- Physical Education

Learning in the classrooms is designed to be creative, authentic, encourage critical thinking and allows for student-initiated enquiry to take place.

The International Learning Goals

The International learning goals support 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.



Figure 5: Framework for global competence (Boix Mansilla and Jackson, 2013)

Home Learning at the FIS

Home learning for our Primary students reinforces, complements and extends the learning in the classroom. Students are encouraged to pursue their interests and passions without time or content boundaries. Students may be requested to complete a task, practise a skill or to research

to further their understanding. Any specific home learning assigned should promote a love of learning which encourages positive experiences between students, parents and teachers. It should also recognize the importance of balance in our students' busy lives.

Communicating Your Child's Learning

Learning in Primary school is communicated in a number of ways.

Conferences: Parent Teacher conferences take place once per semester. These are opportunities to discuss academic and pastoral development of each student.

Seesaw: Seesaw is an online portfolio that shares and celebrates the learning journey for each student. It reflects the learning that is taking place in the classroom and provides opportunity for parents to recognise and share personal responses to their child's learning. Seesaw is also the platform used for the sharing of whole school announcements, class announcements and sometimes one to one messaging between parent and teacher.

Reports: Formal comprehensive reports are published twice per academic year:

- Early February: Semester 1 Report
- Early July: End of Year Report

The purpose of these reports is to share student progress in all areas of the curriculum. The IPC assessment terms mastery, developing and beginning frame the written report. The table below provides the definition of these terms.

Beginning	Student progress is starting toward grade level expectations. Student requires consistent support or additional time to demonstrate skills and understanding of concepts and/or procedures.
Developing	Student progress is moving steadily toward grade level expectations. Student exhibits some independence and may require occasional support or additional time to demonstrate skills and understanding of concepts and/or procedures.
Mastery	Student progress is secure and meets grade level expectations. Student independently demonstrates skills and an understanding of concepts.

If your child leaves the FIS during the first quarter of the school year, no end-of-semester report cards will be issued. For students who leave during the third quarter of the school year no end of year report is issued as these students are expected to complete the school year at a further academic institution. Students arriving during the second or fourth quarters will not receive a report at the end of that semester.

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 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 Head of Learning Support, Ms. Viviana Gyori (viviana.gyori@the-fis.de).

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 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.

Useful Primary School Contacts

Dan Slevin

Head of Primary School

dan.slevin@the-fis.de

Clare Owens

Assistant Head of Primary School

clare.owens@the-fis.de

Jasmina Dzafic

Primary School Counselor

jasmina.dzafic@the-fis.de

Darryn Thomas

Assistant Head of Primary School

darryn.thomas@the-fis.de

Viviana Gyori

Head of Learning Support

viviana.gyori@the-fis.de

Learning in the Secondary School

The FIS Secondary School consists of Grade 6 through to Grade 12. Adolescence is a time for increased independence in learning and preparation for life after secondary school. Our programs and a range of enriching experiences help students develop the skills, dispositions and understandings needed for secondary school success. FIS graduates are well prepared for higher education at universities around the world, and our alumni have achieved success in a variety of careers and endeavors.

Grade Levels	Academic Programmes	
Grade 6	IB Middle Years Programme (MYP)	FIS High School Diploma
Grade 7		
Grade 8		
Grade 9		
Grade 10		
Grade 11	IB Diploma Programme (DP)	
Grade 12		

Students in Grades 6-10 follow the International Baccalaureate (IB) Middle Years Program. The MYP is an academic framework that encourages learners to embrace and understand the connections between traditional disciplines and the world around them, as well as becoming creative, critical and reflective thinkers. The program ensures a solid foundation for students as they move into Grades 11 and 12.

Students in Grades 11 and 12 study courses from a range of IB Diploma Program course offerings. While all students pursue a FIS High School Diploma, they can choose to pursue the full IB Diploma or to take courses for IB Course Certificates.

The FIS High School Diploma is recognized as a North American school-leaving qualification through our accreditation with the Council of International Schools (CIS) and the New England Association of Schools & Colleges (NEASC). It may be recognized for entry into a number of North American colleges and universities, or post-secondary options in other parts of the world.

Useful Secondary School Contacts

Jessica Davey
Head of Secondary School
jessica.davey@the-fis.de

Matt Chambers
Assistant Head of Secondary School MYP
(Grades 6-10)
matt.chambers@the-fis.de

Anita Almond
Secondary School Counselor, Grades 6-10
anita.almond@the-fis.de

Dr. Manja Leib
Careers and Higher Education Advisor
manja.leib@the-fis.de

Dominique Shaughnessy
Secondary School Administrative Assistant
dominique.shaughnessy@the-fis.de

Ruth Greener
Assistant Head of Secondary School DP
(Grades 11-12)
matt.chambers@the-fis.de

Michelle Ang
Secondary School Counselor, Grades 11-12
michelle.ang@the-fis.de

Viviana Gyori
Head of Learning Support
viviana.gyori@the-fis.de

IB Middle Years Program (MYP)

Over the past 25 years, the IB Middle Years Program (MYP) has aimed to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning. This program aligns with the FIS Mission and Vision, and empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. Aligning with our strategic plan, the MYP helps students to become creative, critical and reflective thinkers. Schools choose to offer the MYP because research shows that it gives students the opportunity to build confidence in managing their own learning, to learn by doing, to connect the classroom to the larger world, to consistently have greater success in IB Diploma Program examinations, and to develop an understanding of global challenges and a commitment to act as responsible citizens. (Adapted from IBO.org)

The following table provides an overview of subjects studied at each grade level as part of the Middle Years at the FIS. For detailed information about the MYP curriculum and courses, please refer to the [MYP 4 and 5 Booklet under Documents](#).

Grade level	All students	Elective
Grades 6-7	<ul style="list-style-type: none"> ● English (<i>Language and Literature or Language Acquisition</i>) ● German (<i>Language and Literature or Language Acquisition</i>) ● Individuals & Societies ● Science ● Mathematics ● Art, Drama and Music ● Physical & Health Education ● Design ● Global Perspectives 	<i>Exploratory (Gr. 6-8)</i>
Grade 8	<ul style="list-style-type: none"> ● English (<i>Language and Literature or Language Acquisition</i>) ● German (<i>Language and Literature or Language Acquisition</i>) ● Individuals & Societies ● Science ● Mathematics ● Physical & Health Education ● Design ● Global Perspectives 	<i>Grade 8 additional choice:</i> <ul style="list-style-type: none"> ● Art, Drama or Music
Grades 9-10	<ul style="list-style-type: none"> ● English (<i>Language and Literature or Language Acquisition</i>) ● German (<i>Language and Literature or Language Acquisition</i>) ● Biology, Chemistry and Physics ● Mathematics ● Physical & Health Education ● Global Perspectives 	Students select 3 of: <ul style="list-style-type: none"> ● Geography ● History ● Design ● Spanish Language Acquisition ● Art, Music or Drama

MYP Recognition in Bavaria

The MYP is recognized by the Zeugnisanerkennungsstelle für den Freistaat Bayern as an equivalent to the Mittlerer Schulabschluss, a school leaving certificate awarded at age 16. The authoritative and detailed information on MYP recognition by the Zeugnisanerkennungsstelle should be carefully consulted in the following document:

- [KMK Beschluss MYP Anerkennung](#)
- [KMK Resolution MYP Recognition](#)

The process of recognition has to be undertaken by the parents/students themselves, on an individual basis, at the Zeugnisanerkennungsstelle für den Freistaat Bayern. It is recommended to make initial contact with the Zeugnisanerkennungsstelle by the end of Grade 9, to confirm requirements, process and timeline.

Please note that, as of 2019, the office where IB MYP and Diploma Program recognitions are received and processed is in Gunzenhausen:

Bayerisches Landesamt für Schule
Zeugnisanerkennungsstelle
Stuttgarter Straße 1
91710 Gunzenhausen
Telephone: 09831 / 686 – 252
Email: zast@las.bayern.de

Further details and opening times [on their website](#).

FIS High School Diploma Requirements

All students enrolled in Grades 9 to 12 at the FIS earn credit towards the FIS High School Diploma. This is awarded based on the accumulation of sufficient academic credits over a student's time in Grades 9 to 12. All students who successfully meet the graduation requirements listed below will be awarded a FIS High School Diploma. Academic credits are awarded based on end of year FIS grades, as recorded on each end of year school report. Credits are transferred to a student's academic transcript, an unofficial copy of which may be requested at any time.

Credits are earned per academic year, for grades of 3 or higher in each course taken in Grades 9 to 12 and **an overall minimum 85% attendance level** (including excused and unexcused absences) is required for successful graduation and the award of a High School Diploma.

The minimum requirements for a FIS High School Diploma is 24 units of credit, as follows:

- 4** – English
- 3** – Mathematics
- 3** – Humanities

- 3** – Science
- 2** – Arts or Design
- 2** – Physical Education
- 3** – Additional language
- 4**– Further credits (Languages, Arts, Design, Humanities, Mathematics, Sciences)

Additionally, students must demonstrate:

- Continuous participation in the Service as Action (MYP, Grades 9-10) and Creativity, Activity, Service programmes (Grades 11-12), meeting all stated learning objectives, strands and a minimum of one 'project' as per IB requirements.
- Continuous participation in Physical Education (Grades 11-12).

At the exceptional discretion of the Head of School, students who do not meet all of the above criteria, but have nonetheless demonstrated valid academic achievement to the required level in other ways, may be awarded a High School Diploma. In such a case, the Diploma will be supported by an explanatory letter, issued to the student.

The FIS High School Diploma is recognized for entry into a number of American colleges through our accreditation with New England Association of Schools & Colleges ([NEASC](#)). It may be recognized for entry into a number of North American colleges and universities, or post-Secondary options in other parts of the world.

The school monitors students' progress towards graduation requirements throughout Grades 9-12. In order to be in good academic standing and on track for graduation, students' credit standing should match the following overview at the end of each grade level:

By the end of Grade 9 , min. 6 credits including:	By the end of Grade 10 , min. 12 credits including:	By the end of Grade 11 , min. 18 credits including:
<ul style="list-style-type: none"> ● English ● Additional language ● Humanities or Sciences ● Mathematics ● PHE ● 1 further credit 	<ul style="list-style-type: none"> ● 2 English ● min. 1 Additional language ● min. 1 Humanities ● min. 1 Sciences ● min. 1 Mathematics ● 2 PHE ● 4 further credits 	<ul style="list-style-type: none"> ● 3 English ● min. 1 Additional language ● min. 2 Humanities ● min. 2 Sciences ● min. 2 Mathematics ● 2 PHE ● 6 further credits

IB Diploma Program (DP)

The IB Diploma Program is a rigorous course of study taken by students in grades 11 and 12 and is designed as a college/university preparatory program. Each student's schedule is individually decided in the spring of Grade 10 after consultation with the student, parents, advisor, Career and Higher Education Advisor, Assistant Head of Secondary School, Head of Secondary School and teachers of each subject. The schedule takes into account previous studies, interests and aptitudes. Selections of courses (Higher or Standard Level) are made with a view to meeting

requirements for FIS graduation, participation in the IB Diploma Program and university entrance requirements, or other educational plans for the future.

The IB Diploma serves as an entrance qualification for most universities and colleges throughout the world. A more detailed description of the IBDP courses and Diploma Course information is available on the school website.

Students who wish to study at Bavarian universities must meet conditions set by the Bavarian Ministry of Education, and their Diploma may be transcribed to an equivalent status with the *Hochschulreife*. The Bavarian Ministry of Education made changes for the recognition of the diploma in April 2020 and they can be found below.

- [KMK Beschluss IB Anerkennung](#)
- [KMK Resolution IB Recognition](#)
- [KMK Beschluss IB Anerkennung – Mathematik](#)

The school makes every effort to ensure that a variety of pathways through the IB Diploma Program are available for students in Grades 11 and 12. However, it is important to recognize that not every combination of courses can be available for all students. Fortunately, we are able to design a schedule that allows students to take our most popular, and most practical, combination of courses.

Students who elect not to follow the full IB Diploma Program are able to choose from among the school's IBDP course offerings to build a challenging academic program by pursuing IBDP course certificates. These students are considered IB Diploma Course Candidates.

Predicted Grades: University and IB

Predicted Grades for IB DP Courses

Predicted grades are based on data from student attainment on past exam papers, practice papers, classroom performance and drafts of Internal Assessments (IAs) and External Assessments (EAs). They are likely to become more accurate as a student nears the end of their course. There must be standardization of PGs between parallel classes, and oversight/approval from the Head of Department before publishing.

Confusingly, the term “predicted grades” is used to refer to two different numerical grades delivered at two different times for two different purposes. As such, some clarification can help to ensure that teachers, students, parents, advisors and counsellors share common understandings.

When using the term “predicted grades,” we should be careful to define whether we mean university predicted grades or IB predicted grades. FIS teachers take seriously the tasks of monitoring student progress and reporting data accurately. Although these predictions have different purposes, they are both made with thoughtful, deliberate professionalism.

University Predicted Grades

In order to allow students to make informed decisions in the university application process, the FIS shares university predicted grades with G12 students and parents. We respectfully request students and parents to refrain from asking that teachers make higher predictions. Predicted grades are not negotiable for one simple reason: students are not well served by receiving inflated predictions. In fact, students whose predictions are inflated are disadvantaged significantly in the university application process.

University Predicted Grades are initially collected by the FIS on Managebac in the summer of G11, and shared in End of Year reports. It is at the school's discretion to review predicted grades on an individual basis in the first half of G12 Semester 1, as by this time more assessment data is likely to be available. These predicted grades are sent to colleges and universities as a part of students' applications. They are collected over eight months before students take their Diploma Program (DP) exams, so, while teachers aspire for accuracy in determining university predictions, they also recognize that these predictions cannot be made with absolute certainty. As such, teachers provide realistically optimistic predictions based on student performance on coursework and DP assessments, their own experience, and the expectation that students will maintain a high level of commitment to their academic program.

Rather than asking teachers to make higher predictions, students might instead ask teachers a simple question: what might I do to earn a grade higher than the one you are predicting? FIS teachers welcome conversations about student learning and student progress, but debates and discussions about university predicted grades are generally counterproductive.

IB Predicted Grades

Collected by the Diploma Program Coordinator in the spring and submitted to the IB, these marks are for IB and FIS purposes. They are not typically shared with students, parents or universities, although students whose predicted grades are of concern will be contacted by the Assistant Head of Secondary School DP or the Head of Secondary School.

Because they come later in the program, after students have completed internal assessment and other assignments, these predictions are more informed and can often be made with more confidence and accuracy than university predicted grades. They are often a little more conservative than university predicted grades. They are not, however, reported to universities, nor are they shared with students prior to DP exams.

Advisory

Adolescence 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 program has been developed in order to ensure that important habits and traits, such as organization, service to their community and integrity, are developed at this formative time in their school lives. This is more widely through the Approaches to Learning (ATLs) that direct the explicit teaching and

assessment of these skills and traits in their mainstream classes. Additionally, students have direct contact with their advisors between 08:25 - 08:35 each day, and in a weekly advisory lesson.

Homework in the Secondary School

The FIS has clear guidelines for homework, outlining the rationale and purpose for homework as a meaningful learning activity. Homework is set to help students develop good habits of private and independent study, to read, learn and revise subject material.

Grades 6-10: Homework is seen as an integral part of learning and the amounts will vary according to the level of skill, command of English and personal work rate. Completing homework at this formative stage of a student's life establishes positive learning habits. Parents are encouraged to support and monitor their child's homework workload, for example by helping their child develop a homework schedule or discussing the unit Statement of Inquiry as well as the more complex overarching Concepts. Should a student be spending an extremely long or very little time completing homework, parents should contact the advisor or subject teacher to discuss their concerns. This will then be coordinated by the Assistant Head of Secondary (MYP).

Grades 11-12: As students progress into Grades 11-12 and the demands of the Diploma course increase, we encourage them to manage their home study demands largely independently in order to meet important deadlines. This will be largely determined by the needs of their chosen courses and supported by teacher guidance. Students who find this independent management challenging are encouraged to reach out to advisors, counselors, as well as their subject teachers, for advice and strategies.

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

Late work: Guidelines for submission and assessment

FIS students are encouraged to take ownership of their learning and to develop effective organizational practices. As such, students are expected to complete assignments on time; even more importantly, they are expected to communicate with their teachers if they ever have difficulty meeting a deadline. Failure to meet deadlines will initially be addressed by the relevant subject teacher in line with the school's Assessment Policy. Continuous failure to meet deadlines will result in escalating consequences and will be communicated to parents accordingly.

Reporting in the Secondary 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. In addition to the End of Semester 1 and the End of Year Reports, parents are provided with ongoing access to their child's ManageBac profile. This is the platform where feedback on assessments, progress updates and summative achievement grades are published. Progress information is published regularly by subject teachers on Managebac.

Formal comprehensive reports are published twice per academic year:

- First semester: Early February
- End of Year (Semester 1 & 2): Early July

Formal reports communicate a student's academic progress at the end of the reporting period based on subject-specific assessment criteria (MYP) and overall achievement grades for each subject (MYP and DP). In Grades 9-12, these grades will also 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
- N/A: The student has not participated in the course long enough for a grade to be awarded, or the student has not submitted sufficient evidence of achievement for a grade to be awarded.

No end-of-semester report cards will be issued for students who leave during the first quarter of the school year, or end-of-year reports for students who leave during the third quarter of the school year as these students are expected to complete the school year at a further academic institution. Students arriving during the second or fourth quarters will not receive a grade or report at the end of 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 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 Head of Learning Support, Ms. Viviana Gyori (viviana.gyori@the-fis.de).

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 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.

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.

Devices which are used in the FIS network must be up to date regarding operating system patches and must be virus free.

The usage of VPNs or other software to mask users' identities or get around the FIS firewall and internet filters is forbidden.

School Network and cloud storage areas will be treated like school lockers. Network administrators may review files and communications to maintain system integrity and to ensure 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
- 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
- Taking away or moving any school owned equipment
- 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.

FIS Device Guidelines (summary)

At the FIS we are committed to ensuring that students' use of personal devices enhances learning in the classroom and does not detract from social interaction and privacy of students and staff.

The rapidly increasing capability and functionality of mobile devices require that students, teachers and parents address and identify the risks and benefits that cellphones and other personal devices may provide at the FIS.

Whole School

- All personal devices must be set to silent between school hours 8:25-15:40.
- Personal devices should not be used in transit from one class to another, for safety reasons.

Primary

- Up to Grade 4, personal devices (including cellphones and smart watches) are not required for classroom instruction and therefore it is recommended that they not be brought into school. However, if parents would like students to have a device for safety reasons, these devices must be kept in school bags during the school day.
- Students in Grade 5 are expected to bring iPads for lesson use. All other devices are not required for classroom instruction and it is recommended that they not be brought into school. However, if parents would like students to have a device for safety reasons, these devices must be kept in school bags during the school day.
- Games are not to be played in class unless explicitly permitted by the teacher.

Secondary Grades 6-8

- Personal devices must not be used during class explicitly required by the teacher for educational purposes.
- The use of personal devices for listening to music in class on personal devices is at the discretion of the classroom teacher.
- Personal devices are generally not to be used during the attendance period in the morning, unless explicitly agreed by the Advisor.
- During lunchtime and at break, students are encouraged to go outside, spend time with their peers, and/or play non-electronic games in designated areas. Students may only use personal devices for classwork or homework related reasons, and only in certain areas ("Device Zones"):
 - MYP Library (with permission)
 - Aula
- Students should not find themselves with so much homework and classwork that they regularly need to spend time at break or lunchtime working on their homework or classwork.

Secondary Grades 9-12

- Personal devices must not be used during class unless explicitly required by the teacher for educational purposes.
- The use of personal devices for listening to music in class on personal devices is at the discretion of the classroom teacher.
- Personal devices may be used during the attendance period in the morning, unless the Advisor deems otherwise.
- During lunchtime, at break, and during study periods (Grades 11 and 12), students should self-regulate so that they manage their time appropriately and so that their device usage does not disturb others or have a detrimental effect on their own time management and workload. If students are in FIS I, they should model the guidelines for Grades 6-8, i.e. use their devices only in the designated "Device Zones".

Academic Integrity and Plagiarism

The school librarians lead the teaching of research skills starting in the Primary School. By developing the habits of strong research skills and academic integrity from 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.

Parents too have a role in supporting their children to demonstrate academic integrity: by supporting them with a suitable learning environment at home, by encouraging their children to demonstrate academic integrity and by seeking to understand what that looks like for their child's age. For more information, please refer to the FIS Academic Integrity Policy on the [Parent Portal](#).

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 given 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.

Disciplinary Consequences of Plagiarism in the Secondary School

Although mistakes in the Secondary school are also a learning opportunity where more appropriate strategies can be modeled and discussed in a way that is supportive of the student, as students progress through the school it is expected that they develop the skills to be able to consistently demonstrate academic integrity, with appropriate consequences being applied for students who do not, in line with the Secondary School Responsible Behavior Guide. In all cases, the teacher will talk to the student about academic integrity and help them to correct their

mistake, and/or require them to write a reflection about what they have done and how they will avoid this in the future.

Consequences for Secondary School students will depend on whether a student has any previous record of committing academic misconduct:

- Within the current academic year (Grades 6-8).
- Within the current and previous academic years (Grades 9-12).

Consequences for student academic misconduct include, depending on the level of seriousness:

- Meeting with the student
- Informing parents/carers
- Re-doing a piece of work under supervision
- Not receiving feedback on a piece of work
- Not having the chance to resubmit a piece of work
- Meeting with parents/carers
- Meeting with Assistant Head of Secondary / DP / MYP
- Meeting with Head of Secondary School
- Suspension from school
- In case of academic misconduct on a piece of work that is externally assessed or moderated, not being able to receive a grade in that subject and as a result not being able to obtain the MYP certificate or IB Diploma.

Consequences must be in line with IB Penalty Matrices. (p.28, 'Academic Integrity, IBO 2019) For Reference: 'Good practice for investigating academic misconduct'. (p.19, Academic Integrity, IBO 2019) The school cannot upload external assessment or coursework to the IB where there is any suspicion of academic misconduct.