



2025/26

**JUNIOR SCHOOL**

**PARENT HANDBOOK**



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Dear Parents,

The parent information booklet, together with the Parent Portal, Toddle, and the weekly MIS Bulletin aim to provide general information about your child's school and tries to answer questions that you may have. If you do not find all the answers you seek, please do not hesitate to contact us in the Junior School office.

I wish you and your child a constructive and engaging year at MIS.

Nathaniel Atherton  
Junior School Principal

## **SCHOOL'S GUIDING STATEMENTS**

### **1.1 School Vision**

**Inspiring and realising bold dreams**

### **1.2 School Mission**

**Inspire – Challenge - Empower**

Munich International School inspires, challenges and empowers our students to become:

- Bold dreamers who shape their own future and turn their aspirations into reality.
- Resilient, adaptable individuals who embrace challenges and persevere.
- Culturally respectful contributors who make a positive impact.
- Engage community members who foster belonging and take pride in their school.

### **1.3 School Values**

Our values are encapsulated in the IB learner profile. All members of the MIS Community strive to be:

#### **Inquirers**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

#### **Knowledgeable**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

#### **Thinkers**

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

#### **Communicators**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listen carefully to perspectives of other individuals and groups.

#### **Principled**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Open-minded**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Caring**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**Risk takers**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovate strategies. We are resourceful and resilient in the face of challenges and change.

**Balanced**

We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**Reflective**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

(IB, 2013. The IB learner profile booklet. Cardiff: International Baccalaureate.)

## 2.0 ESSENTIAL CONTACT INFORMATION

<b>Junior School Principal</b> Nathaniel Atherton	<b>08151 366-400</b> natherton@mis-munich.de
<b>Junior School Assistant Principal</b> Tonianne Lederer	<b>08151 366-401</b> tleederer@mis-munich.de
<b>PYP Coordinator</b> Armin Martin	<b>08151 366-457</b> amartin@mis-munich.de
<b>Junior School Counsellor</b> Sofia Fuentes Acchiardo	<b>08151 366-440</b> sfuentasacchiardo@mis-munich.de
<b>Junior School Administrative Assistant to the Principal</b> Amanda Emery	<b>08151 366-403</b> aemery@mis-munich.de
<b>Junior School Secretary</b> Mona El-Mahdi	<b>08151 366-402</b> mel-mahdi@mis-munich.de
<b>Junior School Fax</b>	<b>08151 366-409</b>
<b>Head of Student Support Services</b> Catherine Shave	<b>08151 366-377</b> cshave@mis-munich.de
<b>Director of Admissions and Communications</b> Sabine Fuchs	<b>08151 366-126</b> sfuchs@mis-munich.de
<b>Admissions Assistants</b> Denise Hitchen Julie Kempe Lee-Kim Briffa-Jaspers	<b>08151 366-120/121</b> admissions@mis-munich.de
<b>Transport Director</b> Tina Kellar	<b>08151 366-150</b> transportation@mis-munich.de
<b>School Nurse</b> Sally Rhys-Jones/Sara Temmler/Karen Klein	<b>08151 366-160</b> nurse@mis-munich.de
<b>Student Life Programme and Fine Arts</b> Sarah Ford	<b>08151 366-107</b> sford@mis-munich.de
<b>Multi-Lingual Language Co-Ordinator</b> Tanja Connemann	<b>08151 366-251</b> tconnemann@mis-munich.de
<b>Parent Teacher Verein</b>	<b>ptv@mis-munich.de</b>

Please note that all members of staff can be contacted by email using the email addresses above.

## 2.1 Junior School Faculty 2025/2026

CLASS / TEAM	TEACHER	TEACHER'S EMAIL ADDRESS
Early Childhood 4/5/6 Teaching Assistant	Sarah Bosch Louise Rhodes	sbosch@mis-munich.de
Early Childhood 4/5 Teaching Assistant	Emma McLaurin Júlia Víegas Borges	emclaurin@mis-munich.de
Early Childhood 5/6A Teaching Assistant	Mandy Du Buisson Lindsey Wyrer	vjewkes@mis-munich.de
Early Childhood 5/6B Teaching Assistant	Shane Tummon Irene Monreal Peinado	stummon@mis-munich.de
EC Teacher	Alexandra Kreissl	akreissl@mis-munich.de
EC Teacher	Sabine Pommer	spommer@mis-munich.de
EC Extended Day	Julia Skinner	jschneider@mis-munich.de
EC Government Affairs & Extended Day	Sherry Günther	sguenther@mis-munich.de
Grade 1A Teaching Assistant	Fiona Menichelli Jemma Remy	fmenichelli@mis-munich.de
Grade 1B Teaching Assistant	Natascha Gaim Marsoner Niketani Wilkhoo	nmarsoner@mis-munich.de
Grade 1C Teaching Assistant	Hailey Meyer Cara Whitehead	hmeyer@mis-munich.de
Grade 1D Teaching Assistant	Laura Schwaiger Emma Bernqvist	lschwaiger@mis-munich.de
Grade 2A	Todd Huck	thuck@mis-munich.de
2B	Utako Wirth	uwirth@mis-munich.de
2C	Barbara von Both	bvonboth@mis-munich.de
2D	Sharon Stefanski	sstefanski@mis-munich.de
Grade 3A	Jessica McArdle	jmcardle@mis-munich.de
3B	Scott Porter	sporter@mis-munich.de
3C	Richard Pinder	rpinder@mis-munich.de
3D	Elizabeth Sturm	esturm@mis-munich.de
Grade 4A	Sheila Majithia	smajithia@mis-munich.de
4B	Nicola Maclaine	nmaclaine@mis-munich.de
4C	Alison Hobden Hoefl	ahoeffl@mis-munich.de
4D	Geraldine Thomason	gthomason@mis-munich.de
4E	Kimberley Popma	kpopma@mis-munich.de
German	Carmen Binneberg	cbinneberg@mis-munich.de
	Katrin Crossley	kcrossley@mis-munich.de
	Veronika Jewkes	vjewkes@mis-munich.de
	Alexandra Kreissl	akreissl@mis-munich.de
	Victoria Mainka	vmainka@mis-munich.de
	Sabine Pommer	spommer@mis-munich.de
	Dagmar Richter	drichter@mis-munich.de
	Jens Schneider	jsschneider@mis-munich.de
	Julia Skinner	jskinner@mis-munich.de

TEAM	TEACHER	TEACHER'S EMAIL ADDRESS	
Student Support	Julia Breuer	jbreuer@mis-munich.de	
	Ingrid Fridman	asedor@mis-munich.de	
	Katja Gibner	egibner@mis-munich.de	
	Betsy Harclerode	bharclerode@mis-munich.de	
	Sarah Manwaring	smanwaring@mis-munich.de	
	Colleen Martin	cmartin@mis-munich.de	
	Melissa Montegna	mmontegna@mis-munich.de	
	Miriam Palma	mpalma@mis-munich.de	
	NuNu San	nsan@mis-munich.de	
	Vicki Shaver	vshaver@mis-munich.de	
	Catherine Shave	cshave@mis-munich.de	
	JS Counsellor	Sofia Fuentes Acchiardo	sfuentesacchiardo@mis-munich.de
Music	Petra Richter	prichter@mis-munich.de	
	Jennifer Hoffmann	jhoffmann@mis-munich.de	
Library	Teri Lynn Biedenbach	tbiedenbach@mis-munich.de	
Library Assistant	Heather Amarante		
Art	Eliza Mantyh	emantyh@mis-munich.de	
Art Assistant	Julie St John		
PE	Samantha Mitchell	smitchell@mis-munich.de	
	Lieke Burghout	lburghout@mis-munich.de	
	Fadime Verhoeven	fverhoeven@mis-munich.de	
After School Care	Carmen Binneberg	afterschoolcare@mis-munich.de	
ASC Assistants	Elke Plechschmidt		
	Dianne Prosi		
	Paulo Gomes		
	Danni'elle Lewis		
	An Herreman		
Technology & Making	Ronell Molina	rmolina@mis-munich.de	
JS Substitute	Anthony Constable		
Principal	Nathaniel Atherton	natherton@mis-munich.de	
Assistant Principal	Tonianne Lederer	tlederer@mis-munich.de	
PYP Coordinator	Armin Martin	amartin@mis-munich.de	
Administrative Assistant to the Principal	Amanda Emery	aemery@mis-munich.de	
Secretary	Mona El-Mahdi	mel-mahdi@mis-munich.de	
Absence Contact		absences.js@mis-munich.de	
Nurse	Karen Klein	nurse@mis-munich.de	
	Sally Rhys-Jones		
	Sarah Temmler		

### 3.0 SCHOOL CALENDAR 2025/26

2025	August			
	19	Tuesday	Beginning of School Year	Classes Begin
	29	Friday	Early Release	<b>14:00 Finish</b>
2025	September			
	12	Friday	Early Release	<b>14:00 Finish</b>
	26	Friday	Early Release	<b>14:00 Finish</b>
2025	October			
	03	Friday	Unification Day	No Classes
	10	Friday	Early Release	<b>14:00 Finish</b>
	24	Friday	Last Day of Classes & Early Release	<b>14:00 Finish</b>
	25-2 Nov	Sat – Sun	<b>Fall Break</b>	No Classes
2025	November			
	03	Monday	Classes Resume	
	14	Friday	Early Release	<b>14:00 Finish</b>
	19	Wednesday	Staff Professional Dev. Day	No Classes
	28	Friday	Early Release	<b>14:00 Finish</b>
2025	December			
	12	Friday	Early Release	<b>14:00 Finish</b>
	19	Friday	Last day of classes	<b>12:00 Finish</b>
	<b>20- 6 Jan</b>	Sat – Tues	<b>Winter Break</b>	No Classes
2026	January			
	07	Wednesday	Classes Resume	
	16	Friday	Early Release	<b>14:00 Finish</b>
	30	Friday	Early Release	<b>14:00 Finish</b>
2026	February			
	13	Friday	Last Day of Classes & Early Release	<b>14:00 Finish</b>
	14-22	Sat – Sun	<b>Ski Week</b>	No Classes
	23	Monday	Classes Resume	
2026	March			
	06	Friday	Early Release	<b>14:00 Finish</b>
	20	Friday	Early Release	<b>14:00 Finish</b>
2026	April			
	02	Thursday	Last day of classes	<b>15:15 Finish</b>
	03-19	Fri - Sun	<b>Spring Break</b>	

	20	Monday	Classes Resume	
2026	May			
	01	Friday	May Day	No Classes
	14	Thursday	Ascension Day	No Classes
	15	Friday	Bridge Day	No Classes
	25	Monday	Pentecost	No Classes
	29	Friday	Early Release	<b>14:00 Finish</b>
2026	June			
	04	Thursday	Corpus Christi	No Classes
	12	Friday	Early Release	<b>14:00 Finish</b>
	26	Friday	Last Day of Classes	<b>12:00 Finish</b>
			<b>End of School Year</b>	

## **4.0 ACADEMICS**

### **4.1 Admissions of Students**

Placement of students is based on:

- Availability of places
- A child's chronological age on the 1<sup>st</sup> October
- Current grade level and its relationship to MIS curriculum
- Language proficiency
- Any testing or screening that may be deemed necessary.

Screening may take the form of, but is not limited to, consideration of previous reports in English, a personal interview, school readiness testing, a review of special needs documentation and health records, and/or a request for a confidential recommendation from the previous teacher.

The aim of these procedures is to ensure that the curriculum offered at MIS best meets the needs of the child.

#### **4.1.2 Promotion and Retention of Students**

It is usual for students to move to the next grade on completion of the school year, if they have completed a sufficient number of days at school in order to cover the curriculum being taught at that grade level. On rare occasions, circumstances may lead to a child being considered for retention or acceleration. The Principal will make the final decision after conferring with the teachers, parents and appropriate support personnel.

### **4.2 Student Support Services**

English as an Additional Language teachers provide non-proficient English speaking students with language support.

A student's English skills in listening, speaking, reading and writing are assessed continually as formative assessments on:

- Teacher Assessment
- Parent language survey
- Classroom and EAL teacher observations during the first weeks of entry.

Learning Support teachers provide specialised support for students in the Junior School who require additional support. All students receiving support are taught in small groups, individually, or in the homeroom.

### **4.3 Academic Honesty**

In the Primary Years Program, teachers refer to and use the behaviour guidelines (into which is embedded the IB Learner Profile) as a guide to appropriate behaviour in all situations.

Teachers will lead by example and model academic honesty for their students through their planning and delivery of the curriculum; this includes the gathering and generation of resources.

If a student plagiarizes work during the research process, the teacher will use the opportunity to teach the principles of academic honesty at an age-appropriate level as part of the learning process.

## **5.0 COMMUNICATION**

### **5.1 Parent Portal**

All information, including accessing your child's timetable, attendance, report cards, the school calendar, booking your child's conferences and other information pertaining to the Junior School can be found on the Parent Portal. Announcements and information are also sent out via the weekly bulletin, Toddle and by email.

### **5.2 Study Book**

The Study Book is used in EC through Grade 4 to communicate with the teacher. It is also a very useful source of information. Please read your child's study book daily.

We ask if you could please use the following guidelines:

- Date all notes to avoid confusion
- Always write if there are any changes to your child's going home arrangements
- Write if your child is not going to be attending their After School Activity
- Do not email the teacher – please call the Junior School Office for short notice requests.

Please be mindful that whilst messages from you will be read daily by teachers, it may not always be first thing in the morning, therefore, if you have an urgent message, please telephone the Junior School office.

We are not permitted to keep a child from travelling on their normal bus or permit them go with other adults without a written request from you. Any changes need to be communicated 24 hours in advance.

### **5.3 Toddle**

Toddle is an on-line platform used by all students and teachers in the Junior School to document learning and build home-school communication. Students in EC-Grade 4 regularly post work in their digital Toddle Student Portfolio, using a variety of tools to create and reflect on their learning. It's important for students to organize their learning experiences in one place to share with their teachers and families. Teachers can "approve" and mark work as complete and move learning experiences to the student's portfolio. Then parents can view their children's work in the Toddle Family app and offer comments in text or voice messages. Teachers will also regularly post important messages and reminders to students and parents on Toddle, titled 'Announcements'.

Toddle is private, secure and fully complies with GDPR regulations. Each family will be provided with a QR code to connect to your child's personal Toddle Student Portfolio. You'll only see posts created by your child. Once you connect to your child's Toddle portfolio, you will be notified when there are new posts or announcements, so you can see what's happening at school and engage in your children's learning. You can adjust your notifications to your preference. You can learn more about Toddle at: <https://www.toddleapp.com>. Toddle is also available on the web browser.

## 5.4 Emergency Telephone Numbers and Home Details

Please ensure that the Admissions office has updated information regarding your address, home telephone number, work number, mobile / handy number, emergency contact number and email addresses. In the event of a change in details, please advise the Admissions office immediately as it is imperative that we are able to contact you in the event of an Emergency. Email: [admissions@mis-munich.de](mailto:admissions@mis-munich.de)

## 5.5 Emergency Procedures for Parents

Parents on campus during an emergency or practice drill are required to follow the school's emergency procedures. During a fire emergency or drill, all parents must assemble on the Junior School grades 3 and 4 play area. During a lockdown emergency or drill, follow the instructions of a staff member. If you are in the cafeteria or another indoor common space, go to the Library, unless otherwise directed by staff.

## 5.6 Report Cards

Report cards for students in Grades 1-4 are uploaded on the Parent Portal for parents twice a year, in January and June. Students in Early Childhood receive a report during the January / February parent conference and a yearly report card in June.

## 6.0 CONFERENCES

### 6.1 Requesting Conferences During the Year

You are most welcome to meet with any of your child's teachers during the course of the year. In order to make an appointment with a teacher you may write a message in your child's study book, email the relevant teacher or contact the office. The teacher will contact you with suitable times to meet.

### 6.2 Three-Way Conferences

Three-way conferences for EC through Grade 4 (involving the student, teacher and parents) will take place in October. This is an integral part of our curriculum in the Junior School and it is an expectation that parents and their child attend their child's three-way conference. There is no school for Junior School students on these days.

### 6.3 Student-Led Conferences

Student-led conferences for students from Early Childhood through Grade 4 are held in March. During these conferences, students accompany their parents and take the lead by sharing their work and progress, with teachers present in the classroom to support the process. There is no school for Junior School students on this day. These conferences are also an integral part of our curriculum and it is an expectation that parents and their child attend.

### 6.4 Parent Conferences for Early Childhood

An additional Parent Conference for EC students occurs at the end of January/beginning of February and parents will meet the homeroom teacher for a 30 minute conference, and also with the Learning Support teacher and the German Language teacher for an additional 15 minute conference each. **Students do not attend these conferences and there are no classes on conference days for EC students.**

## 7.0 GENERAL INFORMATION

### 7.1 School Day

For Grades 1-4 the school day starts at 09:05 and ends at 15:15.

For students in EC classes, drop off is between 09:05 and 09:20, but students must be in the classroom by 09:20. Pick-up times vary depending on the booking option selected. Options include between 13:20 – 13:35, 14:20 – 15:35 and 16:20 – 16:35.

### 7.2 MIS Absence Policy

Regular school attendance is key to students' overall academic success. Students with fewer absences do better academically, feel more included socially, and are more engaged in overall school activities.

Students are expected to be at school when school is in session from 9:05 to 16:05 (15:15 in the Junior School). Parents should ensure that all non-school related activities or appointments are scheduled **outside of school hours or during school holidays**. The school publishes the dates for the school year in advance to help families plan holidays and other events that may require a student to be absent without interfering in the school day. Families should refer to the calendar when making holiday plans or scheduling non-school events.

As of August 2025, we will publish all student absences and late arrivals on students' report cards. These will be placed into 3 categories:

1. **Absences** – all absences regardless of the reason will be reported.
  - Students who miss more than 3 hours of school will be marked as absent for the whole day.
  - Those absent for 1 to 3 hours will be marked as absent for a half day.
2. **Late arrival** – students not in class by 9:05 and who sign in during the first hour of the day will be marked as late. **Students who are delayed due to the late arrival of the MIS school bus will be exempted.**
3. **Early departure** – students who sign-out before the end of the school day but miss less than 1 hour of school will be recorded as leaving early.

Please notify the Junior School office before 09:20 if your child is going to be absent from school: [absences.js@mis-munich.de](mailto:absences.js@mis-munich.de) or Tel: 08151 366402/403. This information is checked so that your child's whereabouts is known at all times.

#### **Please Note:**

- If your child is well enough to attend school, it is school policy that they attend PE classes (including swimming) and also go outside at recess time. To be excused from PE, a doctor's note must be provided.
- If you bring your child to school (after 09:05) please go directly to the Junior School office.
- If your child is absent for 3 or more days due to personal sickness, a doctor's note is required on the 4<sup>th</sup> day of absence.
- We strongly recommend that no child is absent from school for any reason other than personal sickness. If however, there are unavoidable circumstances that will result in your child being absent for one or more days, please talk to your child's homeroom teacher and complete a leave of absence form (available on the Parent Portal or from the office), and return it to the Junior School office at least 3 days in advance of the planned absence. Teachers are not required to provide homework for students during absences.

- If a student is absent for a total of 15 days or more, the Assistant Principal contacts the parents for a meeting to discuss the reasons for absence. Promotion to the next grade is not automatic (once a total of 20 days is reached) but needs to be reviewed by the teacher with the Principal/Assistant Principal. All attendance data can be seen online.
- Parents must ask for written permission from the Principal for their children to miss school one time or on a regular basis for an out-of-school activity (such as ballet, football, swimming).

### 7.3 Arriving Late and Leaving Early

The beginning and end of the school day are very important times for your child and disruptions to these routines will have a negative impact on your child's overall enjoyment of the school day.

- Please inform the Junior School office if for any reason your child will be arriving late to school.
- Children arriving in the classroom between 09:05 and 10:05 in grades 1-4 and after 09:20 in EC will be marked as 'late' (unless they travelled on the school bus).
- If it is necessary for a child to be picked up early from school, permission needs to be sought in advance and parents must collect their children from the Junior School office (not the classroom, the security hut or the car park). The teacher must be informed in advance in order for them to send the child to the office. If someone other than the parent is collecting the child, the Junior School office must be informed before the child will be allowed to leave the school.
- If your child becomes sick during the school day, the nurse will call you to collect your child. Please check out in the Junior School office before leaving school.
- Please make all dental and medical appointments outside of school hours or during the school holidays.
- To prevent disruptions to the class learning, early pick-ups will be restricted to 12:20 (which will be recorded as a half day absence) or 14:15 (which will be recorded as Early Departure).

### 7.4 Buses

- If you want your child to travel on a different bus, a written request must be made to the Transportation Director, Tina Kellar, by 12 noon on the day the bus pass is required.
- If it is possible to accommodate your request, Tina Kellar will provide your child with a bus pass.
- Only families who pay bus fees can use the bus service.
- Please write a message in your child's study book so that the homeroom teacher is informed of the change in arrangements.

### 7.5 Changes to going home arrangements

- If there is a change to your child's arrangements for going home, please write a note in the study book. For short notice notifications, please call the JS office **no later than 14:00**. Please do not send an email on the day to the teachers as there is no guarantee it will be read in time.
- Parental written consent must be received by the office **no later than 12 noon** if another parent is collecting their child from school. Students will not be permitted to leave campus unless this consent has been received.
- For changes in going home arrangements on a **Friday Week B (Early Release at 14:00)**, for example for play dates or birthday parties, parental written consent must be received

by the office **no later than 14:00 on a Thursday (Week B)**. Requests received after this time will not be accommodated and changes, other than emergency situations, will not be possible.

## 7.6 Health and Safety Laws

Due to health and safety laws for Junior School aged children in Bavaria, we ask that all parents comply with the following:

- **Under no circumstances** during the school day, or at the end of the Extra Curricular Activity are children permitted to walk to the car park alone. Parents/guardians must pick up their children from the JS building, JS office or the After School Activity.
- Children **must always** be accompanied by a parent or guardian when walking from the school car park before 08:50 or after 09:05.
- Children **are not** permitted to be on the school premises after 15:15 unless they are under close and constant parental supervision, they are participating in an After School Activity, they are part of the ASC programme or the EC Extended Day programme.
- Children **are not** to use the playground equipment after 15:15 unless the parent/guardian responsible for the child is supervising the outdoor area.
- No supervision is provided for children before 08:50. Therefore, parents are responsible for their own children until a teacher is on duty at 08:50. Students are not allowed in the building before 09:05 and must remain outdoors, in all weather, until 09:05.

## 7.7 Clothing and Shoes

All clothing and shoes should be labelled with your child's name. Lost and found boxes are located in the Junior School entrance, first floor wing of the Junior School, the Gymnasium, FAB, Middle and Senior Schools. Parents are requested to check the lost and found boxes at regular intervals for lost items. Periodically the boxes are emptied and the contents donated to charity; notification of this will be announced on the Parent Portal.

Indoor (house) shoes will be worn for classroom and indoor physical education lessons. For this reason, students must have appropriate shoes for indoor PE lessons that they will also use for the classroom. Slip on shoes, sandals, Crocs, and slippers will **not be allowed**.

Students play in ALL weather and recess is always outdoors, including before school, unless the weather is particularly inclement or the weather conditions are unsafe. Please ensure that your child comes to school dressed appropriately for the weather conditions, including rain, such as waterproof jacket, rain boots etc.

**Please note:** It is not advisable for Junior School students to bring mobile phones, electrical items or anything of great value (eg expensive soccer balls) to school. If they do, whenever possible, items should be clearly labelled with the student's name. Phones and smart watches must remain enclosed in the student's backpack during the duration of the school day. Children with long bus journeys are permitted to use such items on the bus. The school cannot be held responsible for these items in the event of loss, damage or theft.

### Dress Code

There is no school uniform. Students should wear practical, respectful clothing that is appropriate to the lessons and weather conditions, both indoors and outdoors.

### Sun Protection Hats

To ensure your child's safety from the sun's harmful rays during playground time and PE, we kindly ask that you send them to school with a sun-protective hat. This simple precaution will help prevent sunburn and keep your child comfortable and healthy while they enjoy outdoor activities.

### **PE Uniform**

Students will not change clothing for PE during the school day. Students are required to have/wear the following for their PE lessons:

All students will need to be provided with one pair of outdoor shoes for physical education and one pair of indoor shoes that will be worn for classroom and indoor physical education lessons. For this reason, students must have appropriate shoes for indoor PE lessons that they will also use for the classroom. Slip-on shoes, sandals, Crocs, and slippers will not be allowed.

**EC:** Children should wear loose comfortable clothing appropriate for PE lessons, on the days that they have PE.

**Grade 1 and 2:** Children should wear loose comfortable clothing suitable for PE Lessons, on the days that they have PE. Long hair should be appropriately tied off the face.

**Grade 3 and 4:** MIS PE uniform (shorts and t-shirt) is optional or they should wear loose comfortable clothing suitable for PE Lessons, on the days that they have PE. Long hair should be appropriately tied off the face.

**Swimming:** one swim cap, one pair of swim goggles and a one piece swimsuit, towel.

### **7.8 JS Swimming Programme**

Students in Grades 1 - 4 participate in the school swimming programme which is organized by the Physical Education Department. Each class will attend approximately 6 or 87 classes per year at the local Starnberg Swimming Pool. Buses are used to transport the students to and from the pool. If your child is well enough to attend school, it is school policy that they attend PE, swimming classes and also go outside at recess time. To be excused from PE or swimming, a doctor's note must be provided.

### **7.9 Lunch and Lunch Recess**

Students in EC 4/5 through Grade 4 have the option to participate in the lunch programme offered by Genuss & Harmonie GmbH or they can bring a packed lunch from home.

All students in Early Childhood (EC) through Grade 4 have the option to bring a packed lunch or to sign up for hot lunches provided by our catering company. Parents enter into a direct contract with the catering company.

Junior School (JS) students are required to sign up for regular school lunches throughout the year and cannot change the days that they have chosen. The contract can only be canceled by giving a two-week notice to the catering company. Please note that missed lunches due to absences will not be reimbursed.

EC students eat their lunch in the classrooms.

Students in Grades 1 through 4 eat their lunch in the cafeteria. Grade 1 students are served their lunch at the tables, while students in Grades 2-4 select their lunch from the serving area.

Junior School students do not use their ID cards when collecting their school lunch.

All trash from home lunches and recess snacks should be brought home for recycling as well as providing an indicator to parents of how much of the food was eaten that day.

Junior School students are **not allowed** to purchase items from the kiosk or snack line during the school day or at the end of the school day if they are travelling home on the 15:15 bus, attending After School Care or attending the Student Life Programme. Junior School students may only purchase items from the kiosk at the end of the school, if they are with their parents

### **7.10 Afternoon Recess**

Afternoon recess for students in Grades 1-4 is from 13:50 until 14:15. Please send your child with a drink in a drinking bottle (not glass and no fizzy drinks except fizzy water) and a healthy snack (candy and sweets are not permitted). Snack boxes and drinking bottles should be labelled with your child's name. All children participate in outdoor recess.

### **7.11 Supplies**

Please refer to your child's supply and clothing list, available on the new families portal: <https://www.mis-munich.de/admissions/welcome/js> and Parent Portal. Your child's homeroom teacher will send a note to you if further supplies are needed during the year.

### **7.12 Field Trips**

Every grade level will participate in field trips during the year as part of the educational programme. There are no charges made for any field trips.

### **7.13 Birthday Celebrations**

Birthdays are celebrated in the Homeroom Classes. No foods, treats, snacks, sweets or cakes can be brought into school to share with students. Instead, parents can donate a book in their child's name to celebrate this special occasion. This can be done in collaboration with the Junior School Library. Children can bring the book into school to be read aloud by their teacher on their birthday.

### **7.14 Responsibility of Major Medical/Treatment for Students**

Parents must provide the school with any medical conditions of students. For major medical conditions, it is the responsibility of the parent to ensure that treatment options are available to the student.

It is paramount to the health and safety of students that parents inform the school of changes to student medical conditions.

### **7.15 Health and Safety**

It is the parent's responsibility to update the Nurse's Office of any change to a child's medical information throughout the school year.

Students should not attend school with a temperature of 37.5 degrees or above, nor should Ibuprofen / Paracetamol be administered and the student be sent to school. Students sent home with a fever (37.5 degrees or above) must remain at home until they are free from fever (without medication) for 24 hours before returning to school. Students with the following symptoms: vomiting, diarrhoea, rashes in the last 24 hours, should remain home. Rashes should be checked by a Doctor.

### 7.15.1 Accidents and Injuries

Any injury to a student should be reported to the school nurse immediately. Those occurring on the way to and from school, at school or at a school-sponsored activity are covered by the 'Bavarian State Student Accident Insurance' (Bayerische Landesunfallkasse). This insurance covers all the costs of school accidents, but only up to public health insurance medical fees.

**Private medical fees are not covered.** For immediate treatment, please always firstly consult a 'Durchgangs arzt' - this would be all hospital emergency rooms and a few certified doctor's practices. The school nurse can help you with any questions.

A report of the accident is completed by the nurse and sent to the school's insurance company within 24 hours of the injury. Should a student be injured at school, and it becomes apparent after they are at home that the injury requires medical treatment, please notify the school nurse the following day. A child who receives an injury during recess must report to the teacher on duty, they will then send the child to the school nurse, who will deal with the injury and complete the appropriate paperwork. If your child needs regular dressings changed, stiches removed or any other medical review, please refer to your own house Doctor or Praxis.

If your child is ill or injured at school and needs to go home or have medical attention, parents will be contacted by the nurse's office to arrange collection of your child. Please be aware of the Nurses' office times Mon-Thurs 8.45-17:00 and Fri until 16:00.

### 7.15.2 Health Records

- a. Records on student medical history and immunization status are collected from every student upon entry to the school. The minimum recommended immunizations are tetanus, diphtheria, pertussis, polio (DTTP), measles, mumps (MMR), Hepatitis A&B, FSME (tick borne encephalitis) and a tuberculosis chest X-ray. It is German Law that all students must be fully vaccinated against Measles and provide the school with proof of 2 vaccinations or provide a doctor's certificate stating they are full vaccinated or a certificate stating why they are unable to be vaccinated. MIS is required by law to inform the health authorities of all students who are not fully vaccinated including those with a doctors certificate.
- b. Please be aware it is German law that all kindergarten age students /EC students are not allowed on campus if not fully vaccinated against measles.
- c. Records are maintained in the Health Office and are confidential. Information will be shared with a child's teacher as appropriate.
- d. When a child leaves the school, the health records will be included in his/her final transfer records. Electronic records are archived.

### 7.15.3 School Nurse and Medication

- Parents must inform both the nurse and the homeroom teacher of any special health information. It is essential for the school to know about allergies, health problems and medical conditions.
- Children with asthma and/or allergies or any other conditions requiring regular medication must bring extra medication to the Health Office.
- All students must have a completed medical form complete with signed consent to administer over the counter medications as deemed necessary by the school nurse. NO aspirin based medicine will be given.

- If your child needs specific medication during the day, it is important to co-ordinate the administration of medication with the school nurse and complete a Parental Permission Form, located in the Parent Portal, under Documents, Resources and Medical.
- Parents should bring in their child's own medications, eg antibiotics etc clearly labelled, if they are to be administered by the School nurse. This includes non-prescription medication such as Paracetamol, Ibuprofen, Antihistamines etc, as well as any emergency medication for specific illnesses or allergies. All medication should be in its original packaging clearly labelled with the child's name.

Please provide written information which includes:

- i. The type and name of the substance prescribed by the doctor
- ii. The time the medication is to be administered
- iii. The dosage
- iv. The duration for which the medication is to be taken
- v. The name of the doctor who has prescribed the medication.

It is the parent's responsibility to update the nurses as necessary throughout the school year.

#### **7.15.4 Nut and Food Allergies**

MIS works closely with parents, health professionals and staff to ensure a safe and healthy learning environment for students. The Junior School employs strategies to minimize the risks associated with peanut and tree nut allergies, focusing on prevention, education and emergency response. While the Junior School cannot guarantee a nut-free environment, it imposes a ban on peanut and tree nuts in grades EC through to four, in case of a known severe nut allergy in a particular class. The restriction includes lunches, snacks and other items brought in by parents. A nut-free table is designated in the cafeteria where students are encouraged but not required to sit for lunch, unless their parents or doctor request it. Lunches prepared by our cafeteria will be nut-free, and caution will be taken to avoid cross-contamination with peanuts. Parents must inform the cafeteria about their child's food allergy. No food or drinks are allowed to be consumed on school buses. All students identified with a food allergy, with potentially serious consequences, will have an Individual Health Care Plan through their doctor, parents and the school nurse. The plan will include preventative measures and emergency procedures in case of exposure. All other food or other allergies should be reported to the school nurse via the students medical form including the medical steps needed to be taken. The cafeteria should also be informed of specific allergies that are severe.

#### **7.15.5 Contagious Diseases**

If there is a suspicion of a student having a contagious disease, parents or teachers must contact the Health Office. This is for the health and safety of the whole MIS Community including those who may be immuno suppressed. The school nurse will advise on action to be taken to prevent spreading of the disease to others. If the student is advised to stay home until they are no longer contagious the student must provide the school with a doctor's certificate stating they are no longer contagious.

#### **7.15.6 EC 5/6 Schuleinganguntersuchung (School Entry Screening)**

Every year in late Spring, the Public Health Department in Starnberg invites EC 5/6 students who reside in the Starnberg area who are eligible for school in the coming year to attend a school entry medical screening. According to Bavarian Law attendance at the screening is compulsory. Letters from the Department of Health will be sent to you by the school nurse. For

EC 5/6 students who live outside of the Starnberg area, you will receive letters from your local Health Authority with details of your child's School Entry Screening with a local provider. All students entering Grade 1 must provide the certificate to the school.

### **7.16 Grade 1 Schulbescheinigung (Certificate of School Registration)**

If you are contacted by your local education authority requesting confirmation that your child is registered at MIS, please contact the Junior School Office who will prepare the requested letter for you.

### **7.17 Junior School Library**

**Opening Hours:** Monday – Friday 09:05 to 16:00 (Closed on Tuesdays, Thursdays and Fridays after school due to staff meetings). Children visiting the library before or after school must be accompanied by a parent.

Book Borrowing:

EC Students: 2 books

Grades 1-4: 'Take what you need' with a maximum of 10 books (combination of English, German or Mother Tongue)

All students and parents can borrow books for two weeks.

Students in Grades EC, 1 and 2 should have a library bag for bringing their books to and from school. Students can return their books on any day and don't need to wait to return them all at once on their library day. Students and parents may renew their books by bringing them to the library (unless the book is on hold for someone else). Students and Parents are only allowed to check out 1 book from the same series at a time. A student with an overdue library book is not allowed to check out another book until the overdue book is returned, or a parent has communicated with the library about replacing it. Automated overdue book notices will be emailed every 2 weeks. If a library book is lost or damaged, a replacement copy needs to be purchased and brought to the library. Please communicate with the library staff before purchasing a replacement book.

### **7.18 Student Life Programme, After School Care and Extra Curricular Activities**

MIS offers various activities through the Student Life Programme that are run by staff members, parents or externally recruited professionals. Details of the programme can be found on Schools Buddy, via the Parent Portal.

EC students who are enrolled in the normal school day programme (09:05 – 15:15) are able to participate in the Student Life Programme.

Students participating in the Student Life Programme must be collected promptly by their parents/guardian at the end of the activity in front of the Junior School. Under no circumstances are students allowed to wait for their parents in the playground, in the cafeteria or in the school car park. No supervision is available for siblings of the student participating in Student Life Programme or for a student waiting for the start of their activity. All students on the school campus after 15:15 must be under parent supervision (unless they are attending Student Life Programme, After School Care or the EC Extended Day).

The Student Life Programme office is located in the FAB. Most activities are offered in 3 ten-week sessions (Fall, Winter and Spring). Information and sign ups can be found on the Parent Portal.

After School Care (ASC) provides supervision and care to students in Grades 1 – 4 from 15:15 – 16:10, Monday to Friday. Students who are enrolled in ASC may board the 16:15 buses and participate in the Student Life Programme. ASC is located in the Cafeteria.

On every Friday, Week B, school finishes at 14:00 (Early Release). Students in EC through Grade 6 can participate in After School Care until 16:00. Please note, however that there will be no buses operating at 16:15 and it is the parent's responsibility to collect their child from school at 16:00.

To enroll students in the Extended Day and After School Care programmes, please contact Admissions.

Instrumental tuition is available on a private basis. For students in Grades 3 and 4, these lessons can take place before or after school, or during recess times. Students below Grade 3 may only participate in lessons scheduled before or after school. A limited number of instruments are available for hire.

## 8.0 HOMEWORK

Throughout every school day, children at MIS engage in rich, structured learning experiences that help support their development and success. For our students after school, we greatly value the importance of family time, unstructured play time, and providing children with opportunities to guide their own learning. Play is essential to the cognitive, social, emotional and academic well-being of children. Children benefit from having opportunities to engage in authentic learning experiences independently and with their parents, such as cooking, playing, shopping, practicing an instrument, dancing, reflecting on their school day, and supporting a new found interest or hobby. Evidence also points to the importance of limiting children's screen time and the type of content children have access to.

The gains children make from reading and being read to daily are well documented. As a result, we have developed the following guidelines on homework in the Junior School.

**Early Childhood and Grade 1-2:** Children should have a balance of reading and being read to every day for 20 minutes in English, German, or their home language. Children should experience a variety of text types.

**Grades 3-4:** Children should have a balance of reading and being read to every day for 30 minutes in English, German, or their home language. Children should experience a variety of text types.

### Additional Homework

Students may receive varying types of homework assignments throughout the year linked directly to the classroom, such as interviewing a family member about their migration story; finding the price of different foods at a local grocery store; or mapping the route they take to get to school. These differ by grade level and expectations will be communicated to the students. In addition, students receiving Student Support Services may receive assignments related to their individual learning needs.

### Research and Information about Homework

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### MIS' Student Conduct Guide / *Schulordnung*

#### **An Environment for Learning**

Munich International School strives to provide students and families with a nurturing, challenging, and inspiring educational experience in a safe, supportive, and enriching environment. Because **YOU** as our families and students are our partners in creating that environment, we can achieve this vision only when **YOU** support and actively contribute to this vision and intention. This includes behaving in ways that promote a safe and learning-centred environment and participating in our school and community in ways that are consistent with our mission and values.



## Your Rights and Responsibilities

We believe that students and their families have important rights with regard to their MIS experience. In order for everyone to enjoy these rights, however, it is also necessary that everyone understand and uphold their responsibilities to each other, to the school, and to the community.

**Here are some of the key rights and associated responsibilities of MIS students and families:**

- Students and families have the right to a **safe, supportive, and enriching environment** in which students can learn, grow, and feel safe.
- Students and families have the right to be part of a vibrant and **exciting international community** that creates and maintains diverse opportunities for learning, community, and mutual support.
- Students and families have the right to **prompt, honest, and courteous communication** with all MIS community members.
- Students and families have the right to have their **concerns and questions heard** and taken seriously.
- Students and families have a right to be **treated with dignity and respect.**
- Students and families have the right to a **smoke-free and drug-free school** environment.
- Students and families must, therefore, **show respect for others**, be kind and supportive in their interactions with all MIS community members, and avoid any behaviours that threaten or endanger other members of the MIS community. Additionally, students' behaviour must contribute to a classroom and school environment that enables all students to learn and thrive.
- Students and families must, therefore, **participate in a welcoming and supportive culture of inclusion.** This includes contributing time, energy, and resources to support school activities and programmes. It also entails refraining from all discrimination, bullying, and identity-based exclusion.
- Students and families must, therefore, **communicate in a prompt, honest, and courteous way** with all MIS community members.
- Students and families must, therefore, be willing to **listen to concerns and questions** and to take these seriously.
- Students and families must, therefore, **treat all members of the community with dignity and respect.**
- Students and families must, therefore, **abstain from possessing and using any tobacco or drugs** on the MIS campus and at all MIS events and trips.

## Forbidden Behaviours

The following behaviours are forbidden at MIS (including school trips, school buses, etc) and can lead to disciplinary measures up to and including (at the discretion of the Head of School) termination of the school contract (either with immediate effect or on a timeline determined by the Head of School).

**Drugs:** Possession, use, and/or distribution of alcohol, tobacco, cannabis, e-cigarettes, vape materials, and any illicit drugs by students on campus, on school trips, and at any MIS-sponsored or affiliated events are forbidden.

**Bullying:** Discrimination, bullying, mobbing, threatening, and other forms of exclusion and denigration of other persons are forbidden.

**Weapons:** Possession, use, and/or distribution of weapons of any sort, including knives, swords, firearms, and any substances or materials intended to cause harm to another human or animal are forbidden. It is also forbidden to bring fake or toy weapons to school, including toy guns, fake knives, and other items that could be mistaken for weapons.

**Vandalism:** Intentionally or neglectfully causing damage to property of the school, of employees of the school, or of students or visitors to the campus is forbidden.

**Theft:** Taking, moving, or damaging property that is not the student's own is forbidden.

**Fighting:** Both physical and verbal fighting are forbidden. Students must deal with conflict situations in a productive and peaceful manner.

**Digital misbehaviour:** Students must use the electronic resources of the school (devices, networks, and systems) in a respectful manner aligned with the school's values and mission. Any harassment, theft, or other illicit behaviour online is as unacceptable as similar behaviours in the physical realm.

**Reputational damage:** Students whose behaviour causes or could reasonably cause reputational damage or disrepute to the school may be subject to consequences, including termination of their school contract.

**Disrespect and non-compliance with directives:** School employees must provide directions to students in order to guide activities and behaviours at school. Students must always follow the directives of teachers and other school employees. It is forbidden for students to disregard instructions or otherwise to disrespect teachers and other school employees.

**Dishonesty:** Trust is the foundation for a productive relationship among students, families, and the school. Lying and misrepresenting or hiding the truth are unacceptable. Academic integrity requires students to disclose all use of external resources and to give credit for ideas, information, thinking, and creative work to the original author or creator.

## Disciplinary Measures

At Munich International School, we employ a range of pedagogical strategies to support students to develop a positive relationship to school, to their class, and to all members of the MIS community.

Teachers involve students in designing the expectations and norms in their classes and this sometimes includes the measures to be taken in case students fail to meet these collaboratively constructed expectations. Additionally, however, further disciplinary measures are sometimes required. The disciplinary measures that may be applied include:

1. **Verbal redirection** and admonishment by a teacher or other school employee.
2. **Written warning** or other indication of unacceptable behaviour.
3. Temporary **suspension from class**. This may include in-school suspension.
4. **Loss of privileges** at school, including loss of access to specific spaces, resources, or school activities.
5. **Requirement to engage in restorative measures**, including apologising to people harmed, engaging in service to the school or community, repairing or replacing damaged property, and participating in activities meant to re-establish a trusting and productive environment at school.
6. **Suspension from school** for one or more days.
7. **Regular cancellation of school contract** on a timeline determined by the Head of School.
8. **Immediate cancellation of school contract**.

Items **#1** through **#5** may be enacted by classroom teachers, other school personnel, or the section Principal. Item **#6** requires involvement of the relevant Principal. Items **#7** and **#8** require involvement of the Head of School or a designate of the Head of School.

The school will apply the principle of proportionality when selecting and applying disciplinary measures. However, the selection of disciplinary measures (which may include a combination of measures) is at the discretion of the school, ultimately the Head of School.

The school may involve external parties in selecting and applying disciplinary measures. This may include the *Jugendamt*, the police, the *Schulamt*, other government offices and officials, lawyers, consultants, and/or experts and medical personnel.

## Actively Contributing to our Culture

While guidelines, expectations, and rules can influence a school culture to a degree, it is the lived behaviour and experience of students that defines a school's culture and identity. Values must be **enculturated** through modelling by the adults in the environment and through the prevailing behaviours that adults encourage, allow, and tolerate in that environment. We expect MIS parents and guardians to model our values by:

**Contributing to the school's programmes and engaging actively with the life of the school.** MIS must charge school fees in order to finance our personnel, facilities, and services. However, paying the fees is only one responsibility of parents and guardians. Parents and guardians of MIS students must involve themselves in the life of the school. [Here are some ways:](#)

- **Regularly reading communications** sent by the school and ensuring that parents and guardians are aware of developments, requests, and activities at school. If you have questions or concerns about developments, requests, and activities, you should address them without delay directly to the school.
- **Volunteering to support school activities with contributions of time.** Parents and guardians who actively support athletics events, arts events, student trips, and other activities, and who contribute their knowledge and expertise to school programmes, develop a stronger bond with their child's school and increase the school's ability to offer transformational experiences to our children.
- **Supporting the school philanthropically, when possible.** The school's fees are calculated to cover operational costs. Improvements in facilities and expansion of school programmes often have to be financed through donations. The school grew to become what it is today through the generosity and support of past generations of MIS families. It is the responsibility of the current generation of MIS families to grow the school into an excellent home for future generations.
- **Upholding MIS' expectation and rules**, including the expectation that students attend school on every scheduled school day.

Like in other schools in Germany, students at MIS who are between the ages of 6 and 16 must attend school on every scheduled school day. Exceptions are made for illnesses when a doctor has confirmed the child's inability to attend school. However, beyond cases of illness, students are required to attend school on every scheduled school day. Parents and guardians who schedule vacations and other activities that interfere with school attendance violate Germany's *Schulpflicht* and set the example that school is not important.

MIS is an environment of nurture, challenge, and inspiration not just because we say so. The MIS environment is a great place to learn because the employees and families who make up our community collaborate to make it that way. Thank you for the role that **YOU** play in helping to make MIS a truly exceptional and truly transformative learning environment!

## 10.0 COMMUNICATION FLOW AT MIS:

Listed below are the guidelines for parents who wish to raise an issue of concern or a complaint.

Level 1- Contact the person most directly related to the issue.

- a. MIS Faculty and Staff email addresses and phone numbers are in Section 2.1, Junior School Staff Faculty.
- b. Use the Three-way and Student-Led Conference times for a scheduled meeting.
- c. Contact the teacher directly by email to schedule a separate meeting.
- d. Contact the classroom teacher for educational issues regarding:
  - i. classroom behaviour
  - ii. assessments or classroom/homework expectations
  - iii. foreseeable absences and work that will be missed
- e. Contact the Assistant Principal for issues related to:
  - i. Attendance
  - ii. Social and Pastoral care
  - iii. Integration in the school
- f. Contact the Primary Years Programme Co-ordinator for PYP issues:
  - i. Questions regarding PYP Curricula
  - ii. Comparisons of MIS PYP Curricula and other schools or state programs
- g. Contact the counsellor for:
  - i. Socio-emotional issues
  - ii. Assistance in transitions to and from MIS
- h. Contact the Principal for school issues
  - i. Significant issues in student life
  - ii. Teacher-related issues
  - iii. Concerns with student progress, retention, or promotion

Level 2: If level 1 communication has not led to resolution of the issue

- a. Teachers → PYP Coordinator for curriculum issues
- b. Teachers → Assistant Principal for behaviour and pastoral issues
- c. IB programme coordinator → Principal
- d. Assistant Principal → School Principal
- e. School Principal → Head of School

### 2. Parental communication with the IB

- a. Parents should address any IB issue directly with the PYP Coordinator or Junior School Principal.
- b. All parents are informed that any communication made directly to the IB, about any issue in the school, will be referred back to the programme coordinator at the school.

## 11.0 ACADEMIC PROGRAMME

MIS is an IB World School. Our academic programme is based on the philosophy of the International Baccalaureate Organisation (IB). For more information, please refer to the website [www.ibo.org](http://www.ibo.org). MIS is dedicated to providing a holistic education based on high academic standards and to promoting international mindedness and responsible citizenship. The curriculum at MIS is academically rigorous, but is not designed to replicate any one national curriculum. MIS, like all other IB World Schools around the world, follows the curriculum framework of the IB for students aged 4-18:

- IB Primary Years Programme (PYP) for EC 4/5 – Grade 4
- IB Middle Years Programme (MYP) for Grades 5 – 10
- IB Diploma Programme (DP) for Grades 11 and 12

MIS is fully credited by the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC) and is approved by the Bavarian Educational Authorities (Ministerium für Unterricht und Kultur).

MIS and the IB firmly believe that students will best benefit from the experience of their host country (in the case of MIS this is Germany) if they are able to communicate effectively in the host country language and participate in local culture events.

MIS offers German language instruction to all students in EC classes through Grade 12. English as an Additional Language (EAL) is offered to all students joining MIS with little or no English language skills.

## Mission Statement of the International Baccalaureate Organization

The IB develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect.

We value our hard-earned reputation for quality, for high standards and for pedagogical leadership. We achieve our goals by working with partners and by actively involving our stakeholders, particularly teachers.

We promote intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st century.

All of this is captured in our mission statement:

*The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.*

The IB Primary Years Programme (PYP) for children aged 3 - 12 nurtures and develops young students as caring, active participants in a lifelong journey of learning.

The PYP offers an inquiry-based, transdisciplinary curriculum framework that builds conceptual understanding. **It is a student-centered approach to education for children aged 3-12.** It reflects the best of educational research, thought leadership and experience derived from IB World Schools.

The PYP has evolved to become a world leader in future-focused education. The PYP is an example of best educational practice globally, responding to the challenges and opportunities facing young students in our rapidly changing world.

### The PYP curriculum framework

The PYP curriculum framework begins with the premise that students are agents of their own learning and partners in the learning process. It prioritizes people and their relationships to build a strong learning community.

PYP students use their initiative to take responsibility and ownership of their learning. By learning through inquiry and reflecting on their own learning, PYP students develop knowledge, conceptual understandings, skills and the attributes of the IB Learner profile to make a difference in their own lives, their communities, and beyond.

The framework emphasizes the central principle of agency, which underpins the three pillars of school life:

- the learner
- learning and teaching
- the learning community.

Embedded in the framework is the recognition of the importance of fostering an individual's self-efficacy. Students with a strong sense of self-efficacy are active in their own learning and take action in their learning community. The PYP focuses on the development of the whole child as an inquirer, both in school and in the world beyond. The PYP offers a transformative experience for students, teachers and whole school communities and delivers excellent outcomes by providing an education that is engaging, relevant, challenging and significant.

PYP learners know how to take ownership of their learning, collaborating with teachers to deepen understanding and increase their confidence and self-motivation. Through actively engaging in integrated ongoing assessment they become effective, self-regulated learners who can act on constructive feedback.

Guided by six transdisciplinary themes of global significance, students broaden their learning by developing their conceptual understandings, strengthening their knowledge and skills across, between and beyond subject areas.

## 12.1 The Learner Profile

The philosophy of the IB Curriculum, as it directly affects the student, is expressed in a series of desired attributes and traits that characterize students with an international perspective. Taken together these attributes listed below, create the Learner Profile. Please see 4.1 for the MIS values.

## 12.2 The Primary Years Programme (PYP): Early Childhood – Grade 4

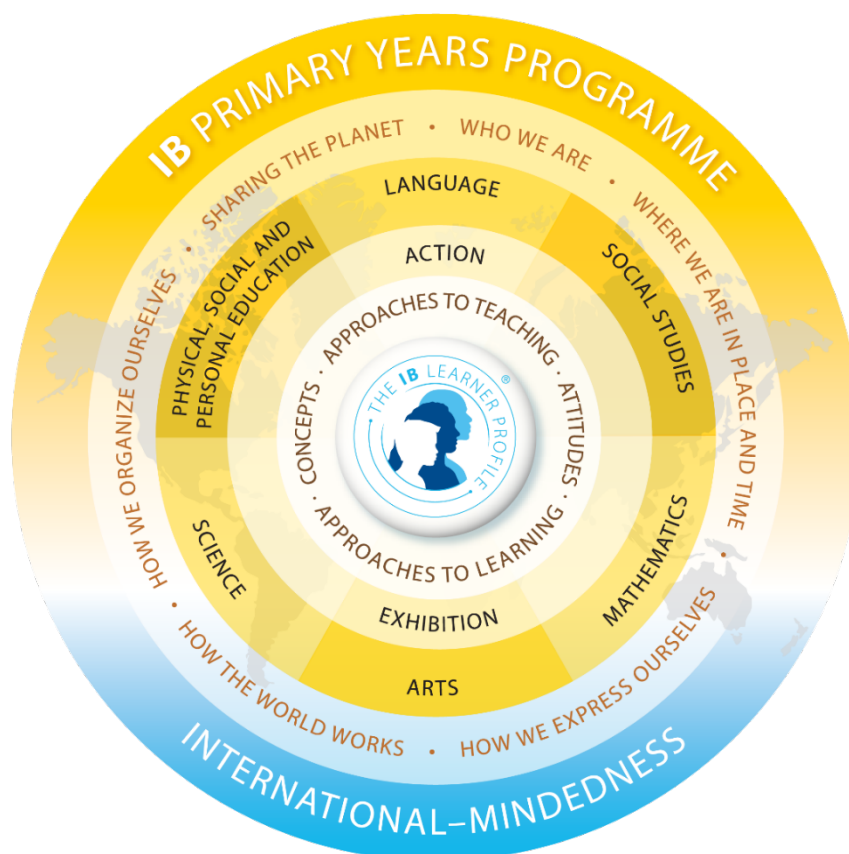
At the heart of the Primary Years Programme (PYP) is structured inquiry. Inquiry is the cornerstone of critical thinking and real world problem solving. Six transdisciplinary themes from a framework for our exploration of knowledge at each grade level.

These transdisciplinary themes are:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

The six units of inquiry at each grade level a selection of important knowledge from history, geography science, literature, visual arts, mathematics and language. However, not everything is best learned through these units of inquiry. Some specific aspects of reading, writing and mathematics, are more appropriately learned in their own right, sometime through an inquiry approach and sometimes through more explicit, structured instructional approaches. Students will also be working to develop communication, social, research, self-management and thinking skills.

Information about the units of inquiry that your child will be studying can be found on the MIS website and on Seesaw.



## 13.0 ESSENTIAL AGREEMENTS ON ASSESSMENT IN THE PYP

### Purpose of Assessment

There are several key objectives of assessment, including to:

- Guide and support student learning
- Inform teaching
- Update parents and students of progress and next steps for learning
- Enable the school to monitor the effectiveness of the curriculum

### A. Types of Assessment

At MIS we recognize the importance of assessing both the process of learning as well as the products of learning. The following three assessment practices align with inquiry as our main pedagogical approach and can support students' academic, cognitive, social, emotional and behavioral development:

- *Assessment for learning*—Also known as *formative* assessment, its goal is to inform teaching and promote learning. It is conducted throughout the learning process and is iterative and interactive.
- *Assessment of learning*—Also known as *summative* assessment, its goal is to certify and to report on the learning process. It is typically conducted at the end of a unit, year level, developmental stage or programme.
- *Assessment as learning*—As part of the formative assessment process, the goal is to support students in learning how to become self-regulated lifelong learners. It is conducted throughout the learning process and is iterative and interactive. Students are active agents in their own learning by developing and using metacognitive strategies to:
  - Plan learning goals
  - Monitor their progress and goals
  - Reflect in order to modify learning and to adjust learning

### B. Feedback and Feedforward

An essential element of assessment for learning is to provide students with information to help them monitor their progress towards attaining a learning goal (*feedback*) and enable them to know what to do next so they can adjust their approaches to learning (*feedforward*). Effective feedback, which may be oral and/or written, has four attributes:

- Effective feedback is *skill focused*: It should clarify what each individual student must do in order to proceed toward mastery of the learning goal.
- Effective feedback is *directive*: It should provide students with one or more directions about what they might do to narrow the gap between where they currently are and where they need to be.
- Effective feedback is *timely*: It needs to be given to students early enough in the learning process so they have time to adjust their approaches to learning.
- Effective feedback is *simple*: Rather than running the risk of overwhelming students, feedback needs to identify the most important area/skill for further development and make these the focus of improvement.

### C. Principles of Effective Assessment

At MIS, assessment practices should meet the following criteria:

- *Variety*—Assessment is varied and appropriate to reflect the nature of the task and to provide opportunities for all students to show what they have learned. Assessment should be sensitive to cultural, linguistic and learning differences.
- *Consistency*—Assessment criteria are consistent across the grade level and/or subject.

- *Informed*—Students are aware of the assessment criteria being used as early as possible.
- *Integrated*—Assessment should be integrated into the learning process from the beginning and should be considered at the early stages of planning units of work.
- *Reflective*—Opportunities for students to reflect upon their achievements should be an integral part of all MIS classrooms. Opportunity is given for student self-assessment and goal setting.
- *Authentic*—Assessment should be meaningful; therefore the methods are anchored in authentic tasks.

#### **D. External Assessments**

In February and May, MIS conducts Measures of Academic Progress (MAP) for students in Grades 3 and 4, to help gain a clearer picture of student learning and programme effectiveness. As a measure of individual progress, this provides the school with a benchmarking opportunity, as well as data for use in curriculum development. Parental consent is required before the students are permitted to sit the test.

#### **E. Reporting on Learning**

Reporting informs the learning community about what students know, understand and can do. It describes the students' learning, identifies areas for growth and contributes to the efficacy of the programme. Following principles of the PYP, MIS believes reporting should:

- Involve all members of the learning community, including parents, students and teachers, as partners
- Reflect what the school community values, including the attributes of the Learner Profile and the approaches to learning skills
- Be comprehensively, honest, fair and creditable

With these guidelines in mind, MIS has developed a comprehensive reporting system, which includes, but is not limited to the following:

#### **PORTFOLIOS**

MIS uses Toddle Student Portfolios as a digital platform to develop ePortfolios as an overview of a student's learning and progress. The ePortfolio is a collection of work selected by the students, in collaboration with the homeroom teacher and single-subject teachers. It is the basis for student self-reflection and goal setting throughout the school year.

#### **THREE-WAY CONFERENCES**

These conferences involve the students in reflecting on their learning and setting goals, along with their parents and teachers. The conferences will be held on one evening and during two full school day in October, when there are no classes held in the Junior School. Thirty-minute conferences are scheduled with the homeroom teacher with additional 10-minute appointments with single subject teachers.

#### **STUDENT-LED CONFERENCES**

The purpose of the Student-Led Conferences in March is for the students to develop a sense of agency as they have voice, choice and ownership to articulate their own learning to their parents and teachers. On this day there will be no classes, but students will attend the allocated conference time with their family.

#### **GRADE LEVEL CELEBRATIONS OF LEARNING**

Teachers will invite parents to see learning that has taken place during the Units of Inquiry and other areas of the curriculum. Dates for the Celebrations of Learning will be communicated via Toddle announcements, email and the Parent Portal.

## **THE PYP EXHIBITION**

As a special celebration at the end of their learning journey in the PYP, Grade 4 students host an Exhibition in June. This is an important event in the students' learning and all Grade 4 families are invited to attend. Parents are also invited to an information session in January to help them understand the purpose, goals and process of the PYP Exhibition.

Information about assessment in this section has been adapted from the IB document, *PYP: From principles into practice*, 2018.

## **14.0 SPECIAL DAYS IN THE JUNIOR SCHOOL**

In the Junior School there are three main events, which are celebrated: Drindl and Lederhosen Days, Fasching and Earth Day. In addition to these days, there are also JS Spirit Days and Sports Day events for EC and Grades 1-4, which take place during June (weather permitting).

**Dirndl and Lederhosen Days** are the Fridays, which coincide with Oktoberfest. Many children and adults choose to wear traditional Bavarian clothing to school on these days.

**Earth Day:** This is a celebration of the Earth and raises awareness about taking action on environmental issues such as climate change and pollution.

**Fasching** (or Fat Tuesday / Shrove Tuesday) is celebrated in February. All over Germany, many people wear fancy dress that day, including at MIS where the German teachers throw parties and teach the children all about the customs and traditions of Fasching.

**Spirit Days** are usually held on the first Friday of every month and are organized by the Junior Student Council, eg Crazy Hair Day, Pyjama Day etc.

**Sports Days** are organized by the Physical Education department and take place in June.

**Bike Day** – Third and Fourth graders may bike on campus.

## **15.0 PARENT TEACHER VEREIN (PTV)**

The PTV is a non profit organization that is dedicated to promoting education at MIS. The PTV seek to:

- Organize a volunteer network to support the MIS community
- Contribute to the exchange of information within the MIS community and the school
- Plan social events to encourage contact amongst the community
- Supplement and improve the school's educational equipment via donations.

More information and membership information is available on the school website: [www.mis-munich.de/life-at-mis/ptv/](http://www.mis-munich.de/life-at-mis/ptv/)

### **15.1 PTV Grade Representatives**

The purpose of the grade rep is to act as a focal point for parents in each grade level in order to achieve an effective network of parental support and communication, strengthening the partnership between home and school.

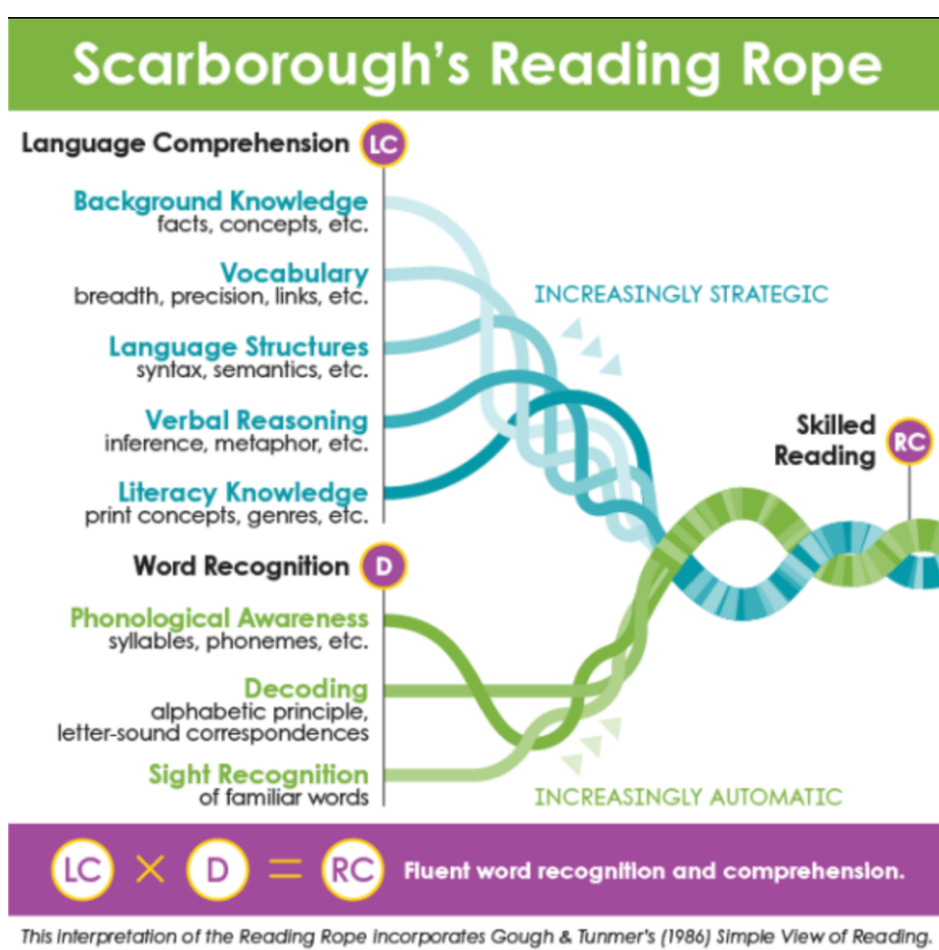
Key accountabilities:

- Grade level coordinator liaison – establish and maintain a good working relationship with the grade level team leader so that any grade level issues can be raised appropriately and effectively.

- Communication and community building – facilitate the contact of parents within a grade level through the organization of grade level social events, and through email contact list. Assist in the promotion of the JS academic events such as the Principal forums.
- Class Representatives (Class Parent) – in conjunction with the Homeroom teachers, assist in the establishment of room reps in each class and support them as required.
- Support the wider PTV effort as required.

## 16.0 JUNIOR SCHOOL READING GUIDE

At MIS, we believe that learning to read is a fundamental step toward becoming an independent, lifelong learner. Reading and literacy are among the most extensively researched areas in education, and decades of scientific studies provide clear guidance on the most effective teaching practices. We draw on this research to ensure our approach to reading instruction is grounded in evidence and best practice.



[www.reallygreatreading.com](http://www.reallygreatreading.com)

Reading is a complex and dynamic process that involves the development of many interconnected skills. Scarborough's Reading Rope is a helpful model that illustrates how skilled reading comes from the integration of two key strands: language comprehension and word recognition. These strands include vital components such as vocabulary, background knowledge, phonological awareness, decoding, and fluency.

At our school, reading instruction is thoughtfully embedded within our language program and integrated across our Units of Inquiry. Students are exposed to a wide range of fiction and nonfiction texts, promoting literacy across the curriculum. We also foster a love of reading by encouraging students to read for pleasure, helping them grow into confident, capable readers who can both understand and enjoy what they read.

Throughout the school year, we offer parent workshops to share how reading is taught at our school and how you can support your child's reading journey at home. These sessions provide practical strategies aligned with our instructional approach.

Here are some effective ways you can support your child's language and reading development at home:

- **Talk together to build oral language skills** – With younger children, play word games like *I Spy* – focusing on sounds or letters (e.g., “I spy something that starts with the ‘b’ sound”) – or *Rhyme Time*, where you say a word and take turns coming up with words that rhyme. With older children, engage in meaningful conversations about everyday events, school topics, or current news stories. Rich dialogue builds vocabulary and thinking skills that support strong reading comprehension.
- **Read aloud regularly** – All children, regardless of age, benefit from hearing books read aloud. This can include reading physical books or listening to audiobooks. Hearing fluent reading models phrasing, expression, and pronunciation, and exposes children to new vocabulary and ideas.
- **Model fluent reading of more advanced texts** – As children progress through school, the texts they encounter increase in complexity. Reading aloud from books that are above your child's independent reading level can help them engage with challenging vocabulary, themes, and structures they might not yet be able to tackle on their own.
- **Read together** – Take turns reading pages, alternate voices in dialogue, or read poetry and song lyrics in unison. These shared experiences make reading enjoyable and interactive.
- **Listen to your child read** – Encourage them to sound out unfamiliar words, offer support when needed, and celebrate their growth. Noticing and acknowledging small improvements helps build confidence and motivation.
- **Talk about what they're reading** – Discuss new words, story events, characters, and settings. Ask what your child found interesting or what they learned from a nonfiction book. These conversations help strengthen reading comprehension and critical thinking.
- **Encourage reading across genres** – Support your child's interests, whether they enjoy graphic novels, informational texts, fantasy stories, or poetry. All reading builds valuable skills and nurtures a lifelong love of books.

Please note that all of these activities are beneficial when done in your home language as well as in English. Supporting literacy in any language helps children become stronger, more flexible readers and thinkers.