



MIDDLE SCHOOL PARENT HANDBOOK

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1.0 INTRODUCTION

Dear Middle School Families,

The parent information booklet, together with the iSAMS Parent Portal 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 Middle School office.

I wish you and your child a happy and successful year at MIS.

Nathalie Millette
Middle School Principal

1.1 School Mission

Inspires – Challenges – Empowers

Munich International School inspires, challenges and empowers 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
- Engaged community members who foster belonging and take pride in the school

1.2 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 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.)

1.3 MIS Community Commitments to Principled and Ethical Conduct

One of our central guiding statements at Munich International School is our School Values. These comprise ten characteristics, including Principled, Open-minded and Caring. Derived from these values, we believe that four basic characteristics lie at the core of a community dedicated to learning, mutual respect and understanding.

| | |
|--|--|
| <p>Care</p> <p>We continuously act in the best interest of each other, our community and the global environment. We demonstrate our care by assuming positive intentions in others, seeking to emphasise even in difficult situations and always seeking the best outcome not just for ourselves, but also for others.</p> | <p>Respect</p> <p>We value human dignity and promote equality and growth for all our members. We always treat each other, our campus and the environment in a thoughtful, considerate and positive way. We demonstrate through our behaviour and interaction a high level of respect for cultural diversity, social justice, democratic values and shared responsibility for the common good.</p> |
| <p>Integrity</p> <p>Integrity is expressed through honesty, reliability and morally sound actions. We exercise integrity through our commitments to each other and to our community. We are responsible, principled and consistent in our communications with and treatment of every person both within and beyond our community.</p> | <p>Trust</p> <p>A true community can exist only in an environment of mutual trust. Trust is developed and demonstrated through openness (particularly to differing opinions), honesty, fairness and a will to increase peace, harmony and well-being for everyone within our community. Trust results in confidence in the intentions and actions of others, in our community.</p> |

All members of the MIS community embody the ideals above through several important domains of action:

Communication: We employ verbal, written and non-verbal language that is respectful, honest, professional, polite and aimed at mutual understanding and positive rapport.

Listening: We listen carefully to each other, especially in conflict situations. We seek first to understand and only then to be understood. We listen actively, empathetically and patiently for behavior true understanding.

Appreciation: We treat each other, our campus, school materials and the environment with appreciation. Bullying and harassment (including physical, verbal, online and psychological harassment and bullying) will never be tolerated by either the School Administration or by any member of the school community.

Collaboration: We work together productively as a community for the good of our students and of our School. We answer the call to participate in appropriate activities in appropriate ways and play our part to vigorously support the School's mission and obligations.

Reflection: We reflect regularly on our own behaviours and our roles in both problems and solutions. We accept and give constructive criticism and constantly seek to improve and grow as people and as a community. We focus criticism on behaviours, not people, and avoid becoming defensive when faced with differing opinions and views.

As an international community that values learning and global-mindedness, Munich International School promotes positive, responsible and respectful behaviour. These expectations extend to all members of our community.

2.0 ESSENTIAL CONTACT INFORMATION

| | |
|--|--|
| Middle School Principal Nathalie Millette | 08151 366-300 nmillette@mis-munich.de |
| Middle School Assistant Principal Michelle Healy | 08151 366-301 mhealy@mis-munich.de |
| MYP Coordinator Angela Brassington | 08151 366-204 abrassington@mis-munich.de |
| Middle School Counsellor Lauren Wardle | 08151 366-349 lwardle@mis-munich.de |
| Middle School Administrative Assistant to the Principal Tracey Robins | 08151 366-302 trobins@mis-munich.de |
| Middle School Student Secretary Robyn Philogene | 08151 366-303 absences.ms@mis-munich.de |
| Child Protection Officer Ola Schmidt | 08151 366-210 oschmidt@mis-munich.de |
| Student Support Services Co-ordinator Catherine Shave | 08151 366-616 |
| Director of Admissions and Communications Sabine Fuchs | 08151 366-126 sfuchs@mis-munich.de |
| Admissions Assistants Julie Kempe Denise Hitchen Lee Kim Briffa | 08151 366-120/121 admissions@mis-munich.de |
| Transport Director Tina Kellar | 08151 366150 transportation@mis-munich.de |
| School Nurse Karen Klein/Sally Rhys-Jones/Sara Temmler | 08151 366-160 nurse@mis-munich.de |
| Student Life Activities and Fine Arts Alice Byers Kerry Lightfoot Mate Derda Johannes Wohlleb | 08151 366-107 slp@mis-munich.de |
| Mother Tongue Language Co-Ordinator Tanja Connemann | 08151 366-251 tconnemann@mis-munich.de |
| Parent Teacher Verein | ptv@mis-munich.de |

2.1 KEY SUPPORT IN MIDDLE SCHOOL

Counsellor

The Middle School Counsellor works with all students from grades 5 to 8. They support students with both their academic goals and their social and emotional development. For example, students may meet with the counsellor to support course selection decisions, discuss challenges related to social relationships with peers or other challenges they may be experiencing. In their role as an advocate for students, the counsellor is there to listen and to support students to develop healthy relationships. The counsellor meets with students both in pre-arranged appointments or through drop-in visits. When needed parents may also request an appointment with the counsellor to discuss issues related to their child's overall wellbeing. The counsellor also works with classes through the Ethics program.

Our Middle School Counsellor is Ms Lauren Wardle- lwardle@mis-munich.de

To book an appointment with the counsellor, students and/or parents should contact her by email or by phone at extension 349. Ms Wardle is also available to students during break times (recess and lunch) for drop in visits. If a student would like to see the counsellor during class time, they must first get a note from their teacher.

| Year Level Leaders | | |
|--------------------|-------------------|--|
| Grade 5 | Matthew Davis | mdavis@mis-munich.de |
| Grade 6 | Cerys Jones | cjones@mis-munich.de |
| Grade 7 | Nicholas Colling | ncolling@mis-munich.de |
| Grade 8 | Kristi Tousignant | ktousignant@mis-munich.de |

Year Level Leaders lead the pastoral learning program at each grade level. They work with a team of homeroom teachers to develop and teach the Ethics program. They provide overall guidance and support to the students in their grade level to ensure they are happy and cared for at school. They also ensure all students understand and follow daily expectations. They reinforce behaviours conducive to learning and to ensure all students feel a strong sense of belonging at school.

Homeroom Teachers

All students are assigned to a homeroom. Homeroom teachers are the first point of contact with students and parents. They play a key role in promoting well-being, personal growth, and social-emotional learning.

| Homeroom | Teacher | Email |
|----------|----------------------------------|--|
| 5A | Matthew Davis | mdavis@mis-munich.de |
| 5B | Amanda Peacock | apeacock@mis-munich.de |
| 5C | Navaz Khory | nkhory@mis-munich.de |
| 5D | Mandy Smidt | msmidt@mis-munich.de |
| 5E | Rob Lindsay | rlindsay@mis-munich.de |
| 5F | Sarah Babl | sbabl@mis-munich.de |
| | | |
| 6A | Olivia Rizzo | orizzo@mis-munich.de |
| 6B | Spencer Martin | smartin@mis-munich.de |
| 6C | Beverley Brennan | bbrennan@mis-munich.de |
| 6D | Mirjam Strauss Paris | mstrauss@mis-munich.de |
| 6E | Joyce Chlebek | jchlebek@mis-munich.de |
| 6F | Caitlyn Giroux/Cameron Armstrong | cgiroux@mis-munich.de carmstrong@mis-munich.de |
| | | |
| 7A | Ann Garcia | agarcia@mis-munich.de |
| 7B | Lisa Strock | lstrock@mis-munich.de |
| 7C | Isabel McNulty | imcnulty@mis-munich.de |
| 7D | Andrew Crossley | acrossley@mis-munich.de |
| 7E | Emma Gieritz/Kristina Eckert | egieritz@mis-munich.de/keckert@mis-munich.de |
| 7F | David Lemoigne | dlemoigne@mis-munich.de |
| | | |
| 8A | Madison Palmer | mpalmer@mis-munich.de |
| 8B | Tess Kuhelj | tkuhelj@mis-munich.de |
| 8C | Frances Hughes | fhughes@mis-munich.de |
| 8D | Holly Williams | ewilliams@mis-munich.de |
| 8E | Hanne Duncan | hduncan@mis-munich.de |
| 8F | Brian Rivas | brivas@mis-munich.de |

3.0 SCHOOL CALENDAR 2025/26

| | | | | |
|------|----------------|------------|---|---------------------|
| 2025 | August 19 | Tuesday | Beginning of School Year | Classes Begin |
| 2025 | October 03 | Friday | Unification Day | School Closed |
| | 24 | Friday | Last Day of classes | |
| | 25-2 Nov | Sat–Sunday | FALL BREAK | No Classes |
| 2025 | November 03 | Monday | | Classes Resume |
| | 19 | Wednesday | Staff Prof Development | No Classes |
| 2025 | December 19 | Friday | Last day of classes | 12 Noon finish |
| | 20 - 5 Jan | Sat – Mon | WINTER BREAK | No Classes |
| 2026 | January 06 | Tuesday | Epiphany | School Closed |
| | 07 | Wednesday | | Classes Resume |
| 2026 | February 13 | Friday | | Last day of classes |
| | 14 - 22 | Sat – Sun | SKI WEEK | No Classes |
| | 23 | Monday | | Classes Resume |
| 2026 | April 03 | Friday | Good Friday | School Closed |
| | 06 | Monday | Easter Monday | School Closed |
| | 07-19 | Tue - Sun | SPRING BREAK | No Classes |
| | 20 | Monday | | Classes Resume |
| 2026 | May 01 | Friday | May Day | School Closed |
| | 14 | Thursday | Ascension Day | School Closed |
| | 15 | Friday | Bridge Day | School Closed |
| | 25 | Monday | Pentecost Monday | School Closed |
| 2026 | June 04 | Thursday | Corpus Christi | School closed |
| | 26 | Friday | Last Day of Classes END OF SCHOOL YEAR | 12 Noon Finish |
| | 27 | Saturday | SUMMER BREAK | No Classes |

PLEASE NOTE: Each Friday of every week B is early release and the school day ends at 14:00

4.0 APPROACHES TO LEARNING AND CURRICULUM

Through ATL in IB programmes, students develop skills that have relevance across the curriculum that help them “learn how to learn”. ATL skills can be learned and taught, improved with practice and developed incrementally. They provide a solid foundation for learning independently and with others. ATL skills help students prepare for, and demonstrate learning through, meaningful assessment. They provide a common language that students and teachers can use to reflect on, and articulate on, the process of learning.

IB programmes identify five ATL skill categories, expanded into developmentally appropriate skill clusters.

| ATL skill categories | MYP ATL skill clusters |
|----------------------|--------------------------|
| Communication | I. Communication |
| Social | II. Collaboration |
| Self-management | III. Organization |
| | IV. Affective |
| | V. Reflection |
| Research | VI. Information literacy |
| | VII. Media literacy |
| Thinking | VIII. Critical thinking |
| | IX. Creative thinking |
| | X. Transfer |

The focus of ATL in the MYP is on helping students to develop the self-knowledge and skills they need to enjoy a lifetime of learning. ATL skills empower students to succeed in meeting the challenging objectives of MYP subject groups and prepare them for further success in rigorous academic programmes like the Diploma Programme. (IB, p.20)

(IB, 2014. *MYP: From Principles into Practice*. Cardiff: International Baccalaureate Organization)

4.1 Promotion and Acceleration 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 Academic Honesty

MIS takes academic honesty seriously. Our Academic Honesty Policy clearly defines academic honesty and outlines examples of academic dishonesty. In Middle School, Students have many opportunities to learn about academic honesty and to practice it. Parents can find the policy online by accessing to Community Portal on the School Website: <https://www.mis-munich.de/p/parents>, and scrolling down to Resources and then School-wide and then IB Policies. See appendix 7.

Breaches of academic honesty can include: copying part or all the work of another student, submitting work done by someone else, receiving outside help on a summative assessment, or failing to cite references appropriately. The student will be referred to the MYP Coordinator. In all cases of academic misconduct, students will be required to redo the assessment. If there are repeated incidents of academic dishonesty, students may either receive no grade or a zero for each plagiarised criterion assessed. Parents will also be contacted. These expectations are in line with the Academic Honesty Policy of MIS.

4.2.1 Summative Assessments

Report cards indicating achievement are sent home in January (Interim snapshot) and July (final official report). Assessment is criterion-based and must reflect what the teacher judges to be the best fit for levels of achievement in each criterion. Teachers will keep a record of student achievement/progress relative to agreed criteria for each unit and the course as a whole. Anecdotal evidence from advice written on student work will be converted to a number from the IBMYP 1-7 scale via 0-8 criterion levels.

4.2.2 Reporting, Conferences & Presentation of Learning

For each grade level a **report card** is published twice a year:

| | |
|-------------------------------|----------------|
| Mid-Year Report (snapshot) | End of January |
| End-of-Year Report (Official) | End of June |

Report cards for students in Grades 5-8 are uploaded on iSAMS for parents twice a year.

In addition to the formal reporting, students and parents will have continuous access to results of summative assessment through ISAMs (the parent-student portal).

Parent/Student/Teacher conferences are an essential part of the communication between school and home and parents' and students' attendance are important and expected. They are scheduled twice a year in October and March. Parents are encouraged to bring students to the conferences with teachers.

4.2.3 Late Work Procedure

Getting work done on time requires careful planning and organization, and self-discipline. These qualities are important in careers and in our personal lives. It is also important so that students can receive regular feedback on their progress. To promote the habit of meeting deadlines while recognizing that difficulties can occasionally arise, the following procedure has been developed:

1. All assignments are due by the deadline.
2. Students having difficulty meeting a deadline must see their teacher before the due date.
3. Teachers may adjust deadlines and/or provide students with a short grace period in order to allow for more time when needed.
Note: Assignments that are a necessary preparation for class cannot be accepted late.
4. So that they may receive timely feedback and move onto other assignments, students will be required to hand in work in progress after the grace period has ended. Teachers will mark the work submitted. Late work will not impact the student's attainment 'grade'.
5. Students with absences are responsible for obtaining make-up assignments and due dates.
6. For pre-arranged excused absences students must see teachers before the absence to rearrange deadlines.

If a student consistently hands work in late, they may be referred to the principal's office

4.3 School Day

For Grades 5-8 the school day starts at 09:05 and ends at 16:05. Students should be in their homeroom by 9:05 ready for attendance.

Students in grades 6-8 :

- 9:00 – 9:05 Students should go to lockers to organise materials for the first two lessons. Students should only carry what they need for class and leave their backpack in their locker.
- Teachers should encourage students to carry the minimum materials.
- During morning break from 11:10 -11:30, students should return to their locker to get materials needed for lesson 3. They can return after lunch to get materials for their afternoon classes.
- At 16:05 students will go to their lockers to collect their backpacks and other materials they need for home.
- Students are expected to only bring essential learning materials to each class. Backpacks and everything else are to be left in lockers. Students may carry a **simple cloth tote bag** with all of their learning materials. No other type of tote bag is permitted.

BAGS MUST NOT BE LEFT IN THE FOYER, CORRIDOR, LIBRARY, PLAYGROUND OR TABLE TENNIS AREAS AND MAY NOT BE BROUGHT INTO THE CAFETERIA

Middle School Timetable (with passing time)

| Week A/B | | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|----|-----------|-----------|-----------|-----------|-----------|
| 9:05-9:20 | | Homeroom | Homeroom | Homeroom | Homeroom | Homeroom |
| 9:25-10:10 | P1 | | | | | |
| 10:15-11:10 | P2 | | | | | |
| 11:10-11:25 | | Break | Break | Break | Break | Break |
| 11:30-12:25 | P3 | | | | | |
| 12:25-13:15 | | Lunch | Lunch | Lunch | Lunch | Lunch |
| 13:20-14:10 | P4 | | | | | |
| 14:15-15:05 | P5 | | | | | |
| 15:10-16:00 | P6 | | | | | |
| 16:05 | | Dismissal | Dismissal | Dismissal | Dismissal | Dismissal |

4.4 PE/Sports

All students can change for PE. They are expected to wear clothing that will allow them to fully participate in all activities. MIS branded PE clothing may be purchased online at <http://schwarz-sports.de>. Time is available for students to change after lessons. Please ensure students are equipped for this.

Students who are representing the school in an athletic team are expected to have the MIS tracksuit.

4.5 Homework

Homework is designed to:

- Reinforce understanding and apply skills and concepts learned in class
- Develop independent study habits
- Prepare students for upcoming assessments

Regular, sustained reading is associated with greater levels of academic success and creativity. For more information, please see the MS Homework Policy – See Appendix 6

4.6 Learning Technologies

Middle School students are responsible for bringing their fully charged iPad to school each day.

4.6.1 Behaviour Expectations for iPad Usage

The specific behaviour expectations for the use of iPADS in classrooms are as follows:

We only use our devices in class when instructed to do so by the teacher.

This includes:

- Opening only when instructed.
- Closing in the expected time frame when instructed.
- Stopping using it when instructed.
- We use only those applications relevant to the lesson, as determined by the teacher.
- We take responsibility for our device
- We bring our device to school with batteries fully charged.
- We keep backup copies of all files and documents (Cloud backup, Time-Machine, etc.).
- We manage files using a suitable folder structure.
- We do not use technology issues as an excuse for late work.
- For work submitted as hard copy, documents must be printed before the start of the class due without impacting other lessons.
- Work submitted electronically must be done by upload to one of our online platforms: OneNote or Teams. Work sent by email may not be accepted; this is at the discretion of the teacher.
- Where teachers are prepared to accept work by email, they may ask for verification of the time it was sent.

4.6.2 Safe Computing for your Children

The school supports positive use of technology to enhance and, in some cases transform learning. Our work has been forever changed by technology and our students need to be prepared for the future of work. Students are taught how to use their machines responsibly and thoughtfully. Parents play a key role in how students understand the role of technology in their lives. We suggest that you have expectations at home for laptop use and use these suggestions as a guide. These are recommended by experts in the field:

- Homework is done without the cell phone close by.
- All technology is charged and kept outside of the bedroom while sleeping.
- Only one window on the laptop is open at any one time.
- Game time is strictly monitored.
- Violent games are banned from the home as they are in school.
- Parents discuss appropriate use of technology with their child and periodically check the search history of their child's laptop and chats on their phone.
- Parents should be aware of and follow the data protection laws of Germany.
- Parents should be aware of and follow the age recommendations of popular apps.

If you have concerns about your child's use of technology, please let us know. There are resources to help and we can assist with extra monitoring of laptop use at school.

4.6.3 Digital Citizenship Agreements

How we use our devices (laptop, cell phone, ipad) must be in line with our Community Commitments to Principled and Ethical Conduct.

Care –

We communicate online in a way that shows we care about each other and our community.

We use respectful language and formats of communication (avoid ALLCAPS, use greetings, etc)

We each take responsibility for the impact of our online behaviour and understand that unkind communications can hurt others.

We take care of our device; use the case to protect it and take care when transporting it, even if it is in a bag.

We also maintain updates and protections for online security.

Respect-

While online we use appropriate language and are respectful of culture, ethnicity, race and religion.

We seek to understand the different perspectives other people have.

During class time, we use only the tools required for the learning and follow teacher instructions.

Integrity –

During class, we can be trusted to use the digital tools needed for learning without requiring constant supervision.

We use the information we access to construct our own knowledge and attribute the work of others in this process.

The classwork we submit is our own.

Trust –

The online community is an open one and we can be trusted to make good decisions with the sites we access, the games we download, and the conversations we have online.

We do not share content that could be hurtful or harmful to others.

We do not take or share pictures or videos without consent.

We do not request pictures or videos that could be hurtful or harmful to anyone.

[We inform teachers if we receive material that is inappropriate or makes us feel uncomfortable.

Before posting online, we consider how our communication could impact on others' well-being.

4.7 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. – link. 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 this 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 (unless they are receiving support from Learning Support). English as an Additional Language (EAL) is offered to all students joining MIS with little or no English language skills.



4.7.1 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.

4.7.2 The Middle Years Programme (MYP)

Required Courses

| | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|--|---------|---------|---------|---------|
| Maths | x | x | x | x |
| English/EAL | x | x | x | x |
| Science | x | x | x | x |
| Individuals & Societies | x | x | x | x |
| Ethics | x | x | x | x |
| PE | x | x | x | x |
| German Lang & Lit or German Acquisition | x | x | x | x |

All students in Grades 5 to 8 study:

- English Language and Literature OR English Language Acquisition (EAL)
 - See appendix for Language Placement procedures for English
- Mathematics
- Science
- Individuals and Societies
- German Language and Literature OR German Language Acquisition
 - See appendix for German Language Placement Policy
- Physical and Health Education
- Ethics
- Design:
 - Grade 5 trimester rotation – Making, Food, Robotics
 - Grade 6 ½ choices – Making, Food, Robotics, Multimedia
 - Grade 7 semester rotation – Making and Food
 - Grade 8 trimester rotation – Making, Food, Robotics
- Arts:
 - Grade 5 to 7 trimester rotation – Music, Visual Arts, Drama
 - Grade 8 semester option – students select 2 Arts to study

Additional Courses and Language Options

| Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|---------------------------------|--|--|--|
| Digital Life (required) | Introduction to a new language (½ year option): <ul style="list-style-type: none"> • French • Spanish • Mandarin | Language options (full year) <ul style="list-style-type: none"> • French • Spanish • Mandarin | Language Option – continued from grade 7 <ul style="list-style-type: none"> • French • Spanish |
| WIN – What I Need (required) | Academic Support (reserved for students with an academic support plan) | Academic Support (reserved for students with an academic support plan) | Academic Support (reserved for students with an academic support plan) |
| | English or German Literacy workshop (by teacher recommendation only) | | Career Exploration |
| | Multilingual Learning – for advanced language learners or those studying an alternate home language Contact Tanja Connemann at tconnemann@mis-munich.de Additional Fee | | |

Elective Courses

These are non-MYP courses that give students an opportunity to explore or further develop a skill or area of learning.

| Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|--------------|---|---|---|
| No electives | Students select languages and design options as their electives | For students who do not select an additional language | For students who do not select an additional language |
| | | | Students select 2 of the following ½ year courses |
| | | Option A: Robotics and Journalism | Music – creating and recording |
| | | Option B Robotics and Multimedia Art | Multimedia Art |
| | | | Journalism |
| | | | Changemakers |

Course Descriptions

Parents are invited to see more detailed information about what students learn in each subject they are taking on Toddle.

Required Courses

- English Language and Literature OR English Language Acquisition (EAL)
- Mathematics
- Science
- Individuals and Societies
- German Language and Literature OR German Language Acquisition
- Physical and Health Education
- Ethics
- Design: Making, Food, Robotics and Multi-media
- Arts: Performing and Visual
- Career Exploration
- World Language Acquisition

Optional Courses:

- Journalism
- Robotics
- Multi-Media Art
- Music Creation and Production

Learning Support is a course reserved for students with an identified learning challenge and a learning support plan. Students work on an individualised course plan with a specialist learning support teacher to develop strategies aligned with their learning support plan. Students also learn to develop skills to become independent learners.

5.0 ASSESSMENT AND REPORTING

In order to learn, students need feedback from teachers to clarify their misunderstandings, facilitate ‘retrieval’ (being able to correct errors and misconceptions) or to confirm what they are doing is meeting expectations. Teachers use evidence of students’ learning from both **formative** and **summative assessments** to provide feedback to on students’ progress. Feedback takes the form of anecdotal comments through the course of a unit of student indicating MYP levels of achievement on **summative** assessments and on report cards. **Formative assessments** occur regularly as students study a unit in order to help build skills, knowledge, vocabulary, etc. The teacher uses formative assessment as a tool for planning next steps in student learning. Although **formative assessments** are not directly used for grading purposes, they provide important evidence of students’ learning, level of understanding and progress.

Summative assessments usually happen later in a unit of study and are designed to show the knowledge and skills developed by the student during the unit. **Summative assessments will be completed in class wherever possible.** If part of a summative assessment must be completed at home, students should NOT receive assistance from others or receive an unfair advantage (such as assistance from family members, tutors, etc). Work for summative assessments should be the work of the student ONLY and this expectation will be clearly communicated to the students. Information obtained from outside sources should be cited following correct academic referencing conventions.

6.0 STUDENT LIFE

6.1 Supplies

Please refer to your child’s supply list (for grade 5 & 6 only) , available on the new families portal and iSAMS Parent Portal . Grade 7 & 8 – the individual subject teachers will let the students know during the first week what supplies will be needed.

6.2 Assemblies

A way in which students are encouraged to practice their performance, leadership and public speaking skills is by participating in Middle School assemblies. This opportunity involves students in all grade levels and experience. If a student has a service project, a talent or announcement to make, assemblies are a great way to do that. They will work with Ms. Healy and/or their grade level leader to prepare for their presentation. These assemblies are held in the PAC.

Weekly grade level assemblies take place on a designated day for each grade. Updates, information, celebrations and reminders are given during this time. These assemblies are held in the Middle School auditorium for grades 5, 6,7 and 8. In addition monthly MS assemblies take place in the Performing Arts Center.

6.3 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 – this can be collected from the transportation office.
- Only families who pay bus fees can use the bus service.

6.4 Lunch and Lunch Recess

Students in Grades 5-8 have the option to participate in the lunch programme offered by the school cafeteria company or they can bring a packed lunch from home.

Students must use their MIS student card to purchase lunch. They may not pay with cash and all students must use their own card to buy their lunch. Buying for a friend is strongly discouraged. If a student forgets their card at home, they may come to the Principal's Office to receive a 1 time only replacement card. After this, students will need to bring a packed lunch from home until they have their card.

For lost cards, parents should email executiveoffice@mis-munich.de to order a new card. These are typically ready within 24 hours.

Parents can choose on a daily basis whether they participate in the school lunch programme, which is managed via the cafeteria website or bring a packed lunch from home.

It is the parents responsibility to cancel their children's lunches, via the cafeteria website, on field trip days, conferences days or other relevant days when their child will not be eating their pre-booked lunch. More information about the food services offered at MIS is available on the iSAMS Parent Portal. Monthly menus are posted on the cafeteria website.

Cafeteria Rules

- Students must use their own lunch cards and get a temporary card from the Student Office if they forget theirs.
- Line up respectfully to get their lunch.
- Buy food for yourself only.
- Students are expected to clean up after themselves and place their tray in the tray stacker.
- Each student will be responsible for leaving their table as they would hope to find it.
- Do not take hot drinks out of the cafeteria.
- 7th and 8th grade students are allowed to use the terrace outside the cafeteria extension.
- The duty teachers will dismiss Grades 5 and 6 from 12:35. If students need to return lunch items to lockers, they may do so quickly and must then go outside.
- Grade 7 enters the lunch room at 12:40 and Grade 8 at 13:00. Trays are placed in the tray stackers when students are finished and students are free to leave when they have finished eating.

6.6 Morning Recess

Morning recess is from 11:10 until 11:30. Please send your child with a drink in a drinking bottle (not glass and no fizzy drinks except fizzy water) and a healthy snack. Snack boxes and drinking bottles should be labelled with your child's name.

All students are expected to go outside during recess and should be dressed appropriately.

6.6.1 Right to Play

Students are supervised by teachers during morning and lunch recess and are expected to follow their instructions. Students are expected to show **care, respect, integrity** and **trust** during these breaks and to be a good friend towards all other students. Students not meeting these expectations will speak with a teacher on duty and may be asked to sit out from a game or activity.

Students who would like to play football/soccer during breaks will first need to sign a *Football Code of Conduct* (see Appendix 11.5) which will be provided by the student office, and they must be in possession of their *Right to Play* card. Players who do not follow the football code of conduct, will have their right to play card removed by the supervising teacher.

6.7 After School Activities - Student Life Program

MIS offers various After School Student Life Activities for students that are run by staff members, parents or externally recruited professionals.

The After School Activities 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 iSAMS Parent Portal.

Alice Byers is the Student Life Co-Ordinator. Tel: 08141 366107 email: activities@mis-munich.de

Students participating in Student Life Activities must be collected promptly by their parents / guardian at the end of the activity at the activity location or car park. No supervision is available for siblings of the student participating in an after school activity or for a student waiting for the start of their activity. All students on the school campus after 16:05 must be under parent supervision (unless they are attending a Student Life Activity.)

6.7.1 Private Instrumental Tuition

Instrumental tuition is available on a private basis. For students in Grades 5 to 8, these lessons can take place before or after school, or during recess times.

6.8 Student Government

The Middle School Student Council consists of homeroom and grade level representatives.

Student representatives are elected by their peers at the start of each year.

Each Student Council representative is committed to be the voice of their peers. They take action to change our school for the better and collaborate with the administration to make that happen.

Student council an important part in the life of the school.

The **Student Council Advisor** works with the Council members to develop the role of the Student Council in Middle School.

6.8.1 House System

The House System has two student captains in each house: Griffin, Pegasus, Sphinx, Shenlong, Phoenix, and Enfield. The house system has a calendar of events each year based on the celebration of students' physical, intellectual and creative talents to promote positive community spirit. Examples of events are: Pi Competition where students recall as many numbers of Pi as they can, a talent show, Spy Challenge in Physical Education, and Sports Day.

7.0 BEHAVIOUR

7.1 Classroom Expectation for Students

Preparing for class, students should:

- be on time to their classes.
- have all necessary materials present and out on the desk
- have their study books out.
- have learning device screens closed until the teacher arrives.

During the lesson the students should:

- follow the classroom agreements
- communicate in the target language.
- use positive communication in the classroom (ie. raise their hands before speaking, speaking when it is their turn to do so, making eye contact while speaking or listening, and use positive listening by being attentive and responsive)
- have their own equipment and not continually borrow from other students.

At the end of a lesson, the students should:

- wait for the teacher's dismissal before preparing to leave.
- write homework in their study book
- pick up and take their things with them, leaving none of their belongings in the classroom.
- push in their chairs.

7.2 General Rules and Conduct

All state laws and school rules apply on campus at all times, on journeys to and from school and for all school-sponsored activities with or without supervision. Students must abide by the MIS Community Commitments to Principled and Ethical Conduct of Care, Respect, Integrity and Trust.

7.3 MIS Middle School Behaviour Support Plan

The behaviour support plan is intended to help students demonstrate behaviours that are aligned with our school values of Care, Respect, Integrity, and Trust (CRIT) and to help students to learn from mistakes. The Behaviour Support Plan places student behaviour into 4 categories and encourages students to ensure that their behaviour reflects the “green” category in which students demonstrate behaviour that reflect CRIT and encourage a positive learning environment for all members of the community. For students whose behaviours fall into the yellow, orange or red categories a progressive discipline model will be applied – see chart below (See Appendix 11.7)



Students should report inappropriate behaviour to their teacher or other adult as soon as possible.

Procedures for dealing with inappropriate behaviour:

Step 0: Dealt with by the teacher concerned at the time – ‘yellow’ level.

- Action – warning

Step 1: Low level infringements dealt with by the teacher – ‘yellow’ level.

- Action – apology / time out during recess/ logical consequence

Step 2: Persistent low-level infringements – ‘orange’ level – medium level dealt with by HR teacher and YLL

- Action – time out during recess/logical consequence; reflection sheet completed and sent home for signing.
- The middle School Counsellor may be involved when appropriate.

Step 3: If it is a repetitive issue, involves physical injury, inappropriate use of technology, bullying or damage to property, the student is sent to the office to speak to the Assistant Principal – ‘orange’ and ‘red’ level.

- Action – warning / apology in written form which is sent home for signing, communication with parents; reflection sheet completed by the student and sent home for signing, time out at recess/logical consequence, and / or in-school suspension/Daily Report.
- Speak with the Year Level Leader with the support of the Assistant Principal.

Step 4: Repeated offence. Parents asked to attend meeting with the student and the Assistant Principal/Principal

- Action – warning of an in-school suspension – ‘red’ level.

Should there be a continuation of the same issues, this will lead to an in-school suspension; followed by an out-of-school suspension; followed by expulsion.

Note: **No tolerance policy** on bullying, fighting or abusive language – straight to red level behaviour.

At MIS, our students tend to align with our MIS Community Commitments for Principled and Ethical Conduct of Care, Respect, Integrity and Trust (CRIT). In Middle School, it is important that students experience both guardrails and care because developmentally, they will make mistakes with their behaviour. Guardrails inform students about acceptable behaviour and provide clear boundaries. A caring environment supports students as they manage their understanding of these boundaries. The diagram below is in the student Study Book and is a simple way for students to understand expectations. This diagram is shared with students at the beginning of the year and various scenarios are discussed. A caring classroom is reinforced through Morning Meetings in homeroom groups that build connection and positive relationships.

Peer Conflict

We recognize that peer conflict is a normal part of growing up and learning how to interact with others during the Middle School years. At times, some students may disagree, have misunderstandings, or feel hurt by something a peer does or says. Our goal is to help students learn healthy, peaceful and respectful ways to resolve conflicts. We encourage open communication, active listening, and empathy during these times. Teachers, Year Level Leaders and the Counsellor are available to support students in working through conflicts using strategies such as calm discussions, compromise, and how to seek adult help when needed. We also have a team of trained student Peer Mediators who will help guide students in resolving issues themselves. By guiding students through instances of conflict, we help them to develop important social and emotional skills that will benefit them throughout their lives.

Electronic Devices

- Students are expected to bring their fully charged iPad to school each day.
- The **iPad is a learning tool** and as such it should not be used in class or during breaks for any activity not directly related to their learning in class.
- Students who do not use their iPad for learning or who are distracted by the iPad may have it removed by their teacher. In all cases, teachers decide how students are to use their iPads in class and will make these decisions based on what is best for student learning.

Mobile phones

Academic, Social, and Personal Learning

The primary goal of the Middle School is to empower, challenge, and inspire students to learn and grow to their maximum capacity.

While mobile phones can, at times, be used to further these goals, Middle School students benefit more from reduced time spent on personal devices.

The following policy provides clear and simple directions regarding the use of mobile phones by all students in grades 5 to 8 at school.

If students bring a phone to school, they are expected to keep them safely stored in their lockers. Students keep their phones out of sight whenever they are on campus. This means that as soon as students pass through the tunnel and until the exit campus through the tunnel phones must be out of sight.

Phone free zones on campus

The following areas are entirely phone-free zones for all students (including Senior School), faculty and staff and visitors at all times, including before and after school:

- The Middle School
- The Red Box
- The Nexus
- The Cafeteria

Sanctions

When a student does not respect these rules and has their cell phone with them during the school day it will be taken and brought to the principal's office.

The first time this occurs the student may collect their phone after 16:05 and an email will be sent home.

The second time this occurs, parents will need to come to school to meet with the principal and collect the phone.

Lockers

All students are assigned a locker at the start of the school year and are provided with a combination lock. Students **must** keep their lockers locked at all times. This will ensure that their valuables are safe.

Students are expected to keep all of their belongings except for what they need for their class in their locker. They should go to their locker during breaks and between classes to exchange materials.

What to keep in your locker:

- Cellphone, headphones, other electronic devices
- Ball or approved items from home to use during recess
- Any clothing not needed in class
- Lunch/snack
-

Backpacks and tote bags

In order to ensure that our classrooms are unincumbered and that students practice their organizational skills, all students must leave their backpacks in their lockers.

Students may use a **small** cloth tote bag to carry essentials between classes. These should be kept as light as possible by carrying only essentials for class:

- iPad
- Notebook and folder for loose paper
- Small pencil case
- Water bottle
- Specialty items in some classes eg: calculator

Students should have a separate bag for PHE with their PE Kit.

Any student or parent who finds the tote bag too heavy and prefers that their child carry a backpack, will first work with the Homeroom Teacher and Year Level Leader to review what is in their tote bag to ensure only essentials are included.

Students should bring a water bottle and a healthy snack for recess. Students should not bring unhealthy, high-sugar snacks or drinks. Caffeinated drinks are not allowed.

WhatsApp and other Social Media Platforms

- In Europe, students under the age of 16 are not legally allowed to use WhatsApp. Most other social media platforms are restricted to people over the age of 13. Therefore, most students in middle school are not legally allowed to be on social media. Consequently, the school does not support the use of any social media platforms, including WhatsApp by students.
- Since students may access these platforms using their personal electronic devices, parents are responsible for ensuring their child's appropriate use and safety online.
- When students are engaged in inappropriate or risky behaviour online and the school becomes aware of this, we will inform parents.
- Although, students may create class WhatsApp groups, these are very much discouraged by the school. We encourage students to use email to communicate with their peers about school related activities.
- If parents choose to allow their child to use social media platforms, such as WhatsApp, they are encouraged to regularly monitor their child's communication.

Recess & Lunchtime:

- While in the cafeteria or playing games, inclusion of all classmates is vital to building a strong community. Be kind, always. Offer to sit with students who are alone. If you encounter a difficult situation, try to resolve it on your own and if necessary, notify the teacher on duty.
- Students must stay within school bounds (see map in homeroom). The area at the back of the Hausmeisterei is totally off limits to all students. The back door may only be used during a fire drill.
- Hot drinks must not be taken out of the cafeteria.
- Purchasing items from the cafeteria takes place before 9:10, after 16:00 or during lunch time.

After School:

- Students may not stay after school unless they are in a school sponsored activity.
- Students who miss the bus will report to the Transportation Office.
- Students in After School Activities must stay with their activity leader from release time until the late bus arrival time.

Not allowed on campus:

- Skateboards/roller blades/kickboards while unsupervised on campus. Bicycles are kept in the designated area in the parking lot.
- Tobacco or nicotine products for vaping, any recreational drugs, alcohol or illegally used prescription drugs are strictly forbidden. Serious consequences will result for any student(s) involved.
- Plastic water bottles, chewing gum, throwing snow, dangerous items that can cause injury to others - this includes but is not limited to guns, replica guns, knives, lighters and laser pointers.
- Taking photographs or videos other students without prior written permission.

Between classes and at lockers:

- Corridors and stairwells should be quiet and free from obstruction. Students should keep to the right and not run.
- Be considerate of others as you move through the MS building - the hallways are narrow and there are many people who can get hurt.
- Students are expected to move quickly between classes and respect basic rules of behaviour without supervision.
- Locker areas in the MS building can be very crowded and uncomfortable - please move in quickly, be conscious and careful of others, get what you need and leave promptly.
- Students must take responsibility for their locker and work areas. If anything is wrong, report it immediately to your teacher or it may be assumed that you are responsible for the damage/incident.

Posters:

Students who wish to put up posters must receive permission from the Middle School Student Office before doing so and ensure that they remove them after the event.

Supporting sustainability:

- Students should dispose of waste in the appropriate bin (Recycle),
- Students are encouraged to drink water from a water bottle brought from home. (Reduce)
- Snacks should be healthy and come from home to avoid excess packaging. (Reduce)

7.4 What is Bullying?

Bullying is repeated and intentional unkind treatment toward another person or group. There is generally a power imbalance between the person who is bullying and the targeted student(s) – either physical or social/emotional. Bullying is physically and emotionally hurtful. It can include physically hitting, tripping, shoving/pushing someone, using mean or derogatory names, criticising academic or sporting performance/personal appearance / family / ethnicity / religion/gender/sexuality, etc, undermining the person, spreading rumours, damaging another’s property or inciting others to shun the chosen person. This may happen face to face or online. Reasons for bullying are varied, and a person who is bullying others needs guidance as much as those who are on the receiving end of the behaviour need support.

We take all reports seriously and encourage students and parents to speak to us about any concerns. In order to minimise bullying, we adapt the following strategies:

- Students are educated about bullying in the curriculum and through social emotional learning activities during Ethics.
- Seating plan occurs as needed on school buses. A reporting process is in place to report inappropriate behaviour. (Students are expected to behave on buses as they do in classes and on campus.)
- In homeroom, students participate in morning meetings that help to build community and connect.
- Teachers are trained to recognize signs of bullying and ways in which they can intervene.
- Students are taught to be *upstanders* and to stand up for those who cannot stand up for themselves.

Procedures for dealing with Incidents/Reports of Bullying :

- Students should report bullying to a trusted adult.
- Meet with student making report – get permission for next steps. The reporting student may prefer advice or coaching about handling the matter themselves.
- MIS consequences could include as appropriate: informing Homeroom Teacher, Grade Coordinator &/or Principal; Homeroom Teacher/Grade Coordinator-Year Level Leader/Assistant Principal/Principal meeting a student who has mistreated others; Reflection (Behaviour Form); counselling; setting behaviour guidelines or contracts; facilitated discussion between instigator and targeted student; discussions with parents; letter home; suspension. Each behaviour situation is different and will be addressed individually. This is a ‘red’ level behaviour and involves the principal, parents and possibly the Head of School.
- The adult involved will follow up with student after consulting the counselor, assistant principal, year level leader, or principal.
- The principal or assistant principal will inform parents, as appropriate.

Procedures for dealing with inappropriate behaviour:

Step 0: Dealt with by the teacher concerned at the time – ‘yellow’ level.

- Action – warning

Step 1: Low level infringements dealt with by the teacher – ‘yellow’ level.

- Action – apology / time out during recess/ logical consequence

Step 2: Persistent low-level infringements – ‘orange’ level – medium level dealt with by HR teacher and YLL

- Action – time out during recess/logical consequence; reflection sheet completed and sent home for signing.
- The middle School Counsellor may be involved when appropriate.

Step 3: If it is a repetitive issue, involves physical injury, inappropriate use of technology, bullying or damage to property, the student is sent to the office to speak to the Assistant Principal – ‘orange’ and ‘red’ level.

- Action – warning / apology in written form which is sent home for signing, communication with parents; reflection sheet completed by the student and sent home for signing, time out at recess/logical consequence, and / or in-school suspension/Daily Report.
- Speak with the Year Level Leader with the support of the Assistant Principal.

Step 4: Repeated offence. Parents asked to attend meeting with the student and the Assistant Principal/Principal

- Action – warning of an in-school suspension – ‘red’ level.

Should there be a continuation of the same issues, this will lead to an in-school suspension; followed by an out-of-school suspension; followed by expulsion.

Note: **No tolerance policy** on bullying, fighting or abusive language – straight to red level behaviour.

MIS has a Zero Tolerance policy regarding bullying. We take all allegations of bullying seriously. When a student or parent reports an allegation of bullying the Assistant Principal and/or Principal will work with the Year Level Leaders and Counsellor to investigate and determine if the behaviour is truly a case of bullying or if there is a conflict between peers. We provide regular repeated lessons about bullying for students in grades 5 to 8.

7.5 Daily Report

The Year Level Leader or Assistant Principal may put students or classes on daily report, in order to analyse and/or solve perceived problems (e.g. punctuality, incomplete class/homework, behaviour, etc.). Students who are put on Daily Report have ongoing issues that have not improved over time.

The report will be given to each subject teacher at the start of the lesson. Progress will be monitored by the homeroom teacher, the Year Level Leader and/or Assistant Principal as appropriate. As a rule, the report is sent home to be signed by the parent and returned to the Assistant Principal.

It is to be noted that this system is exceptional in that it is extremely time-consuming for faculty. Exemplary effort is expected of students being monitored in this way.

7.6 Communication by teachers

We encourage teachers to communicate frequently with parents both to update them on their child’s academic progress and their interactions with others. In addition to regular emails, parents may receive notifications that their child has received either a Commendation or a Concern via iSams. We use **commendations** to highlight positive behaviours and interactions at school. Similarly, we use **concerns** to inform parents when their child has made a poor decision or demonstrated poor judgement at school. We use iSams to communicate these to parents so that we can have a record of all communication regarding a student’s progress. This helps us to see patterns and to better support students.

When parents receive either a commendation or a concern, they are encouraged to have a conversation with their child both to celebrate their accomplishments and to help them reflect on how they may do better in the future.

7.7 Appropriate dress at school

Students are expected to dress appropriately for learning at school. Students must dress in a way that shows respect for and sensitivity to others. Students should dress for work instead of for effect.

Styles of clothes that are inappropriate for school include:

- Clothing with offensive language, logos or pictures and/or that promote inappropriate activities for school- aged children
- Exposure of underwear
- Exposure of stomach, breasts/chest, or buttocks despite clothing.

When students are wearing clothing that is not appropriate for school the assistant principal or principal will be notified. If they determine that the student is not appropriately dressed for school, the student will be asked to change clothing or sent home.

For Physical and Health Education (PHE) students must be in athletic wear that will enable them to participate in all activities. When class takes place indoors, students must wear indoor-only running shoes. If students are not properly dressed for PHE, their teacher may determine that they cannot participate in class and this will impact their overall assessment in this course.

7.8 Bus Behaviour

School Rules apply on the bus. Parental or student concerns regarding behaviour/safety on the bus or S-Bahn should be referred directly to the Transportation Coordinator, who will inform the Assistant Principal, as appropriate.

Students should:

- Remain seated while the bus is in motion.
- Refrain from eating or drinking
- Be respectful of their driver and other passengers to ensure a safe ride for everyone.
- Avoid shouting
- Refer problems to the bus monitor, who will inform the Transportation Coordinator.
- School buses are often full. For this reason, it is very difficult to give students permission to use a different bus. If there is a compelling reason to use another bus, a written request must be sent to the Transportation Coordinator, at least a day before the planned travel.

S-Bahn riders who miss the connecting bus must provide their own transport to school.

8.0 COMMUNICATION

8.1 Attendance & Absences - Whole School MIS attendance 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.

Each school division (Junior, Middle, and Senior) has different procedures to communicate a student's absence. Please see the parent handbook for the Junior, Middle, and Senior Schools. Anticipated absences from Student Life Programme activities should be reported to slp@mis-munich.de.

8.1.2 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. Students should therefore be at school before the start of homeroom at 9:05 and remain until the end of the day at 16:05.

In the rare event that your child is late or must leave early please inform the Student Office.

- Your child will be marked as "late" if no reason is given (unless they travelled on the school bus).
- If your child comes to school after 09:05 they must go directly to the Student Office (in the foyer by MS auditorium) to sign in.
- If your child must be picked up early from school, the Student Office needs to be informed in advance and parents must collect their children from the security hut (not the carpark).
- Students must sign out at the Student Office before leaving campus.

This information is checked so that your child's whereabouts is known at all times.

Middle School – How to report a child's Absence

Parents must contact the school **on the first morning of absence**, stating the reason and expected dates of absence.

This may be by phone (08151 366 303) or email to absences.ms@mis-munich.de

- The school may require the submission of a medical certificate in the event of illness for more than three days.
- If a student needs to miss PE classes due to illness or injury, the student should bring a doctor's certification to the Middle School Office.

Please Note: *If your child is well enough to attend school, it is school policy that he/she attends PE classes and also goes outside at recess time. Attendance is taken at the start of each lesson. Since school attendance is directly related to academic progress, MIS takes a serious attitude towards absence and lateness. Absence impedes not only the individual's progress but also the interaction of the class.*

8.1.3 Anticipated absences

- If a student is to be absent for any reason other than illness the Student Office must be informed prior to the absence.
- Students should obtain a 'Student Absence Form' from the Student Office and have it filled out by their teachers before their day of absence.
This form can also be found on the Parent Portal ->Documents & Resources ->Middle School ->MS Documents & Forms
- Once completed, the form needs to be shown to the Student Office.
- 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 inform the Student Office for their children to miss school one time or on a regular basis for an out-of-school activity (such as ballet, football, swimming).
- For a non-medical absence to be justified, parents must provide the Student Office with a official documentation. The school is not able to excuse an absence for external activities. Without this form, the absence will be recorded as "unexcused".

8.1.4 Family vacation

The school publishes the dates of the school year in advance so that parents may plan and book their holidays without having to cut into valuable teaching time. Where parents deem it unavoidable to schedule a family vacation outside of scheduled school holidays, at least one weeks' notice is required in writing. These absences are not condoned by the school therefore your child's record will be marked with "unauthorized". A 'Student Absence Form' must also be completed. Students should obtain this form from the Student Office and return it at least two school days before the absence.

8.1.5 Medical Appointments

Medical appointments should, whenever possible, be scheduled so that they do not necessitate missing school time. However, if a student has to attend a medical appointment please email the Student Office in advance so that the absence can be recorded as excused.

8.2 Visitors

Students are generally discouraged from having visitors at school during the school day. On rare occasions a student may receive special permission to have a former MIS student accompany them to their classes for one day. Students and parents must speak with the Middle School Principal at least two weeks in advance in order to be given special permission to bring in student guests. Guests must complete a form ahead of their visit. Such permission will only be granted if it is not disruptive to the student's learning on the day of the visit. Student guests are expected to respect all school rules during their visit.

8.3 Withdrawal from School

Parents must officially inform the Admissions office in writing when students will be leaving school. At least two weeks beforehand, the student office will send the parents a Checkout Sheet for them and their child to complete before their final day. **Final records will only be handed to a departing student once the Checkout sheet has been fully completed and handed to the Middle School student Office.** All leaving students meet with the school counselor to discuss their transition from MIS and learn strategies for "leaving well."

8.4 Lost and Found

The School cannot be held responsible for a student's personal property. Students are urged to keep belongings locked in their locker. They should not bring valuable items or large amounts of money to school including to PE. Valuables or money should never be left in the PE changing rooms.

Any loss must be reported immediately. It is particularly helpful if the student's name is recorded on all possessions brought to school. Labelled items will be returned to the student via the Middle School office. The MS office maintains a 'Lost and Found stand' for unmarked items located in the MS hallway. Unclaimed items will be collected together at the end of each month and donated to a charity.

For after-school activities and PE, there are 'valuables' lockers in the gym: these require a €1 coin.

8.4.1 School Property

There must not be any abuse of school or personal property. The student responsible will be required to restore or replace the damaged property. This includes writing on walls and lockers. Students must pay for lost property before replacements are made.

Students will be held responsible for books issued to them; they should handle them with care and refrain from marking or writing in them. Damaged or lost books must be paid for in full at the replacement cost. If students return a lost book in good condition within one month, they may receive a refund.

8.5 Student ID Cards

MIS students are eligible for the standard German student pass or I.D.-card (Schülerausweis). Most public establishments such as theatres, art galleries, museums, concert halls, etc., have reduced prices for students who present these passes. **The ID cards issued by the photo company each year are valid as student passes.**

8.6 Clean Campus/Garbage

All students have a duty to pick up any litter they see and dispose of it appropriately (especially during recess). Students will bring in a reusable water bottle and will avoid single use plastic. An important time to reduce consumption is at the beginning of the school year. Students are encouraged to reuse plastic sleeves, notebooks with remaining pages and buy only what is needed. MIS students and teachers separate their waste to support the Global Sustainability Goals.

Let's take food as an example:

REDUCE:

Don't bring in more than you need (are your eyes bigger than your belly?).

REUSE:

Bring your lunch in containers that can be used again instead of thrown away.

RECYCLE:

Separate your garbage (what little you now have!) and place it in the appropriate bin.

Recycling rules:

Paper & Card

Wertstoff - all candy wrappers, tetrapak, plastic, cans, etc.

Residual waste/Restmüll - wood, ceramics, waste food.

Glass - **don't bring it!**

Batteries - take them home!

8.7 iSAMS Parent Portal

All information, including dates of events specific to the Middle School can be found on the iSAMS Parent Portal. **Announcements and information are also sent out via a weekly email from the principal.**

8.7.1 School Related Mail and Group Emails

The majority of information will be sent to you via email and will be available on the iSAMS Parent Portal. Occasionally, letters will be sent home with a student but prior communication will have been sent out to let you know to look for this.

8.8 Who do I contact?

There are various channels for communication in the Middle School. Which channel you should use will depend on the subject matter. Please use the following table as a guideline as to whom should be contacted in a particular case. In the first instance, please use email.

| What is it about? | Whom to contact |
|--|--|
| Academic concerns | 1. The teacher of the class 2. HoD/Year Level Leader 3. Principal |
| Reporting an absence | Middle School Student Office (absences.ms@mis-munich.de) |
| Extended illness or absence more than 3 days | Principal (nmillette@mis-munich.de) |
| Course change requests | Principal (nmillette@mis-munich.de) |
| Social or emotional issues | Middle School Counsellor (lwardle@mis-munich.de) |
| An urgent message for your son/daughter | Middle School student Office (In this case, please don't email – please phone on 08151 366303 to ensure that the urgent message has been received). These need to be before midday |
| Behaviour/discipline matters | Principal (nmillette@mis-munich.de) |
| Unresolved matters to do with your child | Principal (nmillette@mis-munich.de) |
| Health and safety matters | Principal (nmillette@mis-munich.de) |

NOTE: You are asked, when contacting a teacher, to please do so first by e-mail. The teacher should respond to you as soon as possible and no later than two working days to arrange a phone call or meeting, as appropriate.

8.8.1 Other Forms of Communication

The Assistant Principal and Principal may contact parents directly regarding issues of concern. The Parent Representatives for Middle School will meet with the Principal each month to discuss issues raised by parents through their experience in our MS. This platform is not for concerns that have an immediate need, rather for topics of discussion that are strategic in the running of our MS.

8.8.2 Parent Principal Forums and Coffee Mornings

What are Principal Forum and Parent Coffee Mornings

Student learning is enhanced when there is a close relationship between school and home. It is important for parents to understand the school's pedagogical approaches and to understand what students are learning. It is also important for parents to be able to provide the school with feedback. To support this middle school parents are invited to attend monthly meetings with the principal.

Parent Coffee Mornings are held in the school cafeteria. These are informal gatherings where parents can ask questions and have an opportunity to share their experiences at school with other parents.

Principal Forums are formal presentations by the principal or other representatives of the Middle School to inform parents about various aspects of learning in Middle School. They are held in the Auditorium and will usually be held in the morning. These presentations will be hybrid in 2025-26.

| Date | Start Time | Event | Location |
|----------|------------|------------------------------------|---------------|
| 28/08/25 | 9:30 | MS Coffee Morning | Cafeteria |
| 08/09/25 | 9:30 | MS New Parent Welcome/MYP Workshop | MS Auditorium |
| 09/10/25 | 9:30 | MS Parent Forum/Learning Walk | MS Auditorium |
| 03/11/25 | 9:30 | MS New Parent Welcome/MYP Workshop | MS Auditorium |
| 05/11/25 | 9:30 | MS Parent Forum/Learning Walk | MS Auditorium |
| 12/01/26 | 9:30 | MS New Parent Welcome/MYP Workshop | MS Auditorium |
| 29/01/26 | 9:30 | MS Parent Coffee Morning | Cafeteria |
| 12/02/26 | 9:30 | MS Parent Forum/Learning Walk | MS Auditorium |
| 16/03/26 | 9:30 | MS New Parent Welcome/MYP Workshop | MS Auditorium |
| 07/05/26 | 9:30 | MS Parent Forum/Learning Walk | MS Auditorium |

9.0 CONFERENCES

9.1 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 please email the relevant teacher directly. The teacher will contact you with suitable times to meet.

9.1.2 Parent - Student - Teacher Conferences

Parent -Student -Teacher conferences for Grades 5-8 take place in October and March with students accompanying parents to the conference. There are daytime sessions and evening sessions. There is no school for Middle School students on daytime sessions. These conferences are an important part of the learning process. They are an opportunity for students to reflect on their progress and set goals. They are also an opportunity for students and parents to receive feedback from teachers and to share how they are feeling about their learning experience. Parents and students are strongly encouraged to attend conferences with all their teachers. Grade 5 homeroom teacher conferences are 20 minutes in length and all other appointments are 10 minutes.

9.1.3 Parent - Student - Teacher Conference Dates 2025/26

- 16th October (Evening) – Online and on campus (hybrid)
- 17th October (Day) – Online and on campus (hybrid)- NO REGULAR CLASSES ON THIS DAY
- 23rd October (Day) – Online and on campus (hybrid)- NO REGULAR CLASSES ON THIS DAY
- 19th March (Evening) – Online and on campus (hybrid)
- 26th March (Evening) - Online and on campus (hybrid)
- 27th March (Day)- Online and on campus (hybrid)- NO REGULAR CLASSES ON THIS DAY

9.2 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/

9.3 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 MS 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.

10.0 GENERAL INFORMATION

10.1 Health and Safety Laws

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

- Children **are not** permitted to be on the school premises after 16:05 unless they are under close and constant parental supervision or are participating in an After School Activity which parents have received email confirmation for.
- Children **are not** to use the playground equipment after 16:05 unless the parent/guardian responsible for the child is supervising the outdoor area.

10.2 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. Parent volunteers may be requested to accompany the class.

10.3 Responsibility of Major Medical/Treatment for Students

Parents must provide the school with any medical conditions for students so that their health and welfare are maintained on campus and during field trips. For major medical conditions, it is the responsibility of the parent to ensure that treatment options are available to the student during the course of the trip.

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

Process for medical list:

1. Parents give medical information to admissions
2. Data is entered into iSAMS
3. Trip list is built by grade level leader, coach, athletics etc
4. Absentee list (for the trip) is then given to the nurse and school offices
5. Nurse checks the list for medical needs
6. Nurse informs the appropriate leader of the student and the condition
7. Coach, trip leader is sent to the nurse for training on treating the condition (EpiPen etc)
8. Medical conditions are listed on the risk assessment form
9. Trip leader takes an updated list with medical conditions and medications.

10.4 Health

A nurse is on duty for all students during school hours in the Junior School building. Parents are responsible for ensuring health information is up to date with the health office. The health office communicates with teachers prior to all trips so this information is critical to our safety procedures. All medications taken during the day will be dispensed by the Health Office. Other services provided by the Health Office include first aid, illness/injury and contagious disease control. The Health office does not provide services that include the change of dressings or therapies normally given by a physician.

Health Record

All students who are accepted in the absence of a parent or guardian physically in the vicinity are required to show evidence of a health insurance acceptable in Germany. All students in the above category who are under legal age will be expected to follow a recommendation for further medical evaluation following injury or illness which occurs at school.

Record on history and immunization status are collected from all students and updated annually. Minimum records of accidental injuries of students needing further medical care are kept.

Records are maintained in the health Office and considered confidential. Where appropriate, information will be shared with teachers.

When students leave school, their parent may obtain their school records. Records that are not requested within six months of departure will be destroyed.

Visits to the Health Office due to Illness or Injury

- a) At any time during the day, a student needs a pass to visit the nurse with the exception of an emergency. During recess; a student may request permission from the duty teacher or the Middle School Office. **Students must not take it upon themselves to visit the Health Office between lessons.** After assessing the health problem and administering care as needed, a decision will be made whether the student should return to class, rest or be sent home. In the event that further care is indicated immediately, the parents will be notified by telephone. If a parent or the emergency contact person cannot be reached, care will be sought; usually at the emergency room of the Starnberg Community Hospital.
- b) If the student returns to class, he/she will be given a note, stating the time he/she left the Health Office, to give to the teacher. The student will be expected to get to class within a reasonable time after leaving the Health Office.
- c) Parents must not send their child to school if they have a fever. During the day, if a student has a fever or is thought to have a contagious illness, he/she will be kept in the Health Office. As the number of beds is limited, we ask parents' co-operation in making arrangements for the student to get home as soon as possible. Please note that taxi fares are the responsibility of the parents.
- d) Ticks and Lice
 - Beginning in May and ending in September, ticks are present on campus. Since our grounds are surrounded by forest, students and parents must check for ticks and follow procedures recommended by their family doctor when one is found on the skin.
 - In Europe, the high season for lice is August-September and within Germany after major school holidays. Parents will not send their child to school if they have lice or nits. Regular checks are made and any student with lice or nits will be sent home and will return only when they are lice and nit free.

E) Medication Policy

- Medications from home will be administered by the school nurse, if accompanied by written directions regarding dosage and time.
- Students with asthma, bee sting allergies, or other conditions, which can suddenly flare up, should bring extra medication to the health office, especially if the problem is a serious one.
- If students have a medicine permission form on file, they may receive non-prescription medication for relief of annoying symptoms. No aspirin preparations are used.

Accidents occur in all schools. Accidents occurring on the way to and from school, at school or at a school-sponsored activity are covered by the school insurance policy. It is important that certain guidelines are followed in order not to delay or confuse insurance claims:

- a) Every accident, major or minor, must be reported:
 - a. To the teacher in charge of the student at the time of injury, and
 - b. To the school nurse
- b) The school nurse will:
 - a. Apply first aid.
 - b. Recommend or arrange treatment by a doctor or a hospital.
 - c. Complete an accident report if necessary.
- c) The school nurse should be notified as soon as possible if any 'school accident' case is subsequently treated or examined by a doctor or a hospital. (This may well be the following day if the medical treatment takes place after school)
- d) The doctor or hospital should be given the following information:

- a. The student is a member of MIS.
- b. Treatment required as a result of an accident at school.
- c. Parents must tell the doctor or hospital no private billing – billing must be according to the gesetzliche Krankenkasse regulation. The remaining amount will be paid by the parents.
- d. Name and address of School Insurance Company:
Bayerische Landesunfallkasse
Ungererstr. 71
80805 München

If you have any questions regarding the above, please do not hesitate to contact Roman Friemel in the Business Office on 08151/366102 or the Health Office on 08151/366160.

10.5 Emergency Procedures

Emergency drills are meant to prevent panic should there be an actual emergency. It is imperative that parents and students fully co-operate in these drills.

Lockdown (stay in): A 'fast whoop' alarm signals lockdown. Students (and others on campus who are between rooms) should go to the nearest 'green' room for lockdown.

Evacuation (get out): A prolonged ringing of the alarm signals an evacuation emergency. Middle School homerooms will assemble in a double line in front of their homeroom sign, at the far end of the Schloss Field. Parents will assemble in the nearest outdoor assembly space: paddock, Schloss Field, or back field.

Students/parents will be silent for the duration of all procedures and all mobile phones must be switched off.

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 Schloss Field by the Security Hut. During a lockdown emergency or drill, follow the instructions of a staff member.

10.6 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

11.0 APPENDICES

Appendix 1 MIS Technology Usage Guidelines – Version June, 2023

Technology at MIS serves a vital role in the deepening of students' learning in all aspects of their education. As you progress through MIS, it is essential that you begin to work and think digitally as preparation for years beyond MIS. In order to facilitate deeper thinking and a digital environment, MIS has developed sophisticated computer and network resources for use by the MIS community. All students in grades 5-12 are required to bring a tablet or laptop to school every day. Students in the Middle School are provided with an iPad with an integrated keyboard and digital stylus.

These Technology Usage Guidelines regulate the use of information technology within MIS. Failure to comply with these Technology Usage Guidelines will result in the application of the General Disciplinary Guidelines as set out in this Parent/Student Handbook.

1.1 General behaviour

- Use MIS' IT resources (hardware, software, network etc.) in a responsible manner and with respect to non-renewable resources.
- Maintain the confidentiality of your access codes.
- Respect third party rights, in particular copyrights for music, photos, videos, computer games and literature. This includes the MIS Logo, the MIS name and MIS images.
- Do not download or publish illegal content.
- Do not disclose personal data of teachers, students or other MIS personnel without asking them first.
- Backup your data regularly.
- Immediately inform the MIS Help Desk of any dysfunction or damage.

1.2 Educational purpose

The MIS Technology landscape are to be used for school purposes, i.e. during classes, for preparation and follow-up of classes, for vocational counseling and for studies on politics, contemporary history, technology, languages or the like. E-mail and chat are only allowed if they are related to school matters. Private activities such as games, music or photos are tolerated to a limited extent.

1.3 Limitations

There are technological and legal limitations to the MIS network. Networks are made up of physical machines that have finite storage space and software capabilities. The network functions best when these limitations are kept in mind. The MIS network is a service for you to obtain, use and produce a variety of information and access to it is a privilege. Mindfulness of other users and respect for **copyright and sustainable practices** is expected of all users. For that reason, there is a list of specific uses for which the MIS network cannot or may not be used (see section). For example, installation of any software that is illegal and/or interferes with the optimal performance of your computer is not permitted.

1.4 Sustainability

You are heavily discouraged from printing, we aim to bring down our printing ecological impact significantly, thus work should be submitted online and alternatives should be sought where possible or appropriate.

MIS provides cloud storage of up to 1TB per user, which is more than enough space for all of your needs and well beyond

1.5 Access codes

You will receive a user account and a password. It is very important to choose a secure password (according to the MIS instructions) and to keep the password secret. The password has to be kept in a safe place and not be told to anybody. In particular, don't share your password with others.

Don't leave your system unattended and log off or secure the system if you are no longer using it. You have to inform the MIS Help Desk immediately if anybody has used your account or if you know another student's password.

Only use your account login and password with equipment authorized by MIS. MIS can disable your user account if MIS has reason to believe that your password has been misused.

2.0 Internet access over the MIS network and at home

2.1 Grades 5 and 6

Students in grades 5 and 6 shall use the internet only under supervision of teaching staff in designed areas. Other users are explicitly forbidden to give students in grades 5 and 6 access to any forbidden services.

2.2 Illegal content, protected material

Do not access or download illegal, violent, racist or other offensive content such as pornography. If accidentally accessed or downloaded, you should immediately close the application and notify a teacher or the MIS Help Desk of the incident. It is strictly forbidden to pass this type of information onto other students.

Texts, pictures, music, books, videos, computer games or other material published in printed or in electronic form can be subject to copyrights. The use of such content regularly requires the author's consent. In case of doubt, please consult a teacher or the MIS Help Desk. Do not download, distribute or collect copyright protected material or circumvent copy protection mechanisms. In case of any infringement you will be held accountable as outlined in the guidelines for theft in the Parent/Student Handbook.

Do not publish or make available any personal data and photographs without the prior consent of the persons concerned and, if the person is a minor, of his/her parents.

2.3 Behaviour on social networking sites (web 2.0)

You have to ensure that your behavior within social-networking sites (web 2.0) etc. conforms to the guidelines and expectations identified in the MIS Parent/Student Handbook. Do not post anything that could damage MIS' or any other third party's reputation.

2.4 Accessing the internet on a school device at home

Students in the middle school bringing their iPads home can access the internet freely and MIS is not liable for what is accessed and done whilst off campus and not under the care of the school. The School does offer parents advice on how to manage their devices and understands that this is a very personal choice for families and the school will not intervene. The school does offer parents the opportunity to download the JAMF Parent App which can allow you as a parent to control access to certain aspects of the iPad whilst off campus and the school heavily recommends its use.

3.0 CONTROL, DIRECTION RIGHT, DISCIPLINARY SANCTIONS

3.1 Parameters

MIS reserves the rights to restrict the user rights on the computer systems provided by MIS. MIS will implement technical measures to survey the system configuration and the installed software. MIS can partly or entirely block network communication and apply filtering software in order to prevent unlawful or undesired behavior. MIS may change the computer configuration, of their own devices, at any time as it sees fit. It is at MIS discretion to wipe a computer system, of their own devices, at any time and search its content.

MIS will control access to internet sites using filtering software and monitor and record any user activity. These measures can, however, not replace your responsible and careful use of the internet. MIS reserves the right to block access to the internet if MIS believes that you lack the necessary sense of responsibility and the capacity to understand the consequences of your actions.

MIS will monitor any data transmission over the MIS network as well as any local computer activity. During classes, your teacher reserves the right to access your screen at any time.

3.2 Compliance, disciplinary sanctions

You have to comply with all instructions given by MIS or its representatives. You shall not circumvent or disable any measures implemented by MIS to secure the Services or to enforce these Technology Usage Guidelines. If you breach the provisions of these Technology Usage Guidelines, MIS will apply disciplinary sanctions according to the General Disciplinary Guidelines set out in the Parent/Student Handbook. In addition, MIS can permanently or temporarily disable your account.

4.0 Data Protection

4.1 Personal data

MIS may collect personal data, including local computer activity such as used applications and used files if and to the extent necessary for operation, resource planning, error tracking and for the prevention of misuse. MIS shall access personal data only in case of a (suspected) misuse of the IT Services or for the purpose of drawing samples. MIS may access any User data if required for the maintenance of the network (network administration, central backup, troubleshooting) or for the prevention of misuse or unlawful activities.

Collected personal data shall normally be erased after one month, however, at the beginning of the new school term at the latest. This does not apply, if MIS has reason to suspect a misuse of the IT Services.

4.2 Secrecy

MIS respects the secrecy of telecommunications granted in section 88 of the German Telecommunications Act (TKG).

The personnel responsible for the IT infrastructure at MIS shall keep secret any personal data, unless disclosure is required for the operation of hardware and services, for billing purposes, to report an offense or for the implementation of disciplinary sanctions.

4.3 User Responsibility and Liability

You are legally responsible for all activities under your user account, in particular for any damage caused by your action, unless you can demonstrate that someone else has misused your account. In case of any infringement you will be held accountable as outlined in the Parent/Student Handbook. Consequences will be incurred in line with the consequences for other disruptive/destructive behavior according to the General Disciplinary Guidelines section of the Parent/Student Handbook which can be found at MIS website.

You will be liable for any damage caused, in particular for damage to and theft and/or loss of the IT Equipment, that the school is an owner of. Deliberate deteriorations are subject to criminal law and can be brought to prosecution. Causing deliberate damage is subject to criminal law and can be brought to prosecution.

5.0 MIS liability

MIS assumes no warranty that the IT Equipment and/or IT Services function accurately and uninterruptedly or that the IT Equipment and/or IT Services will fulfill your needs. In particular, MIS does not warrant for the availability of the IT Equipment and/or IT Services and the integrity and secrecy of your stored data. You have to make backups of your data on external backup media.

MIS shall only be liable for damages caused by gross negligence or willful misconduct of its legal representatives and agents. MIS' liability for slight negligence is limited to the typical and foreseeable damage to the exclusion of indirect or consequential damages. This limitation of liability does not apply to MIS' liability for health and bodily injury.

Appendix 2 Notification of Student Absence Form

NOTIFICATION OF STUDENT ABSENCE

This form is for parents and students to complete when a partial or full day(s) will be missed of school.

Student Name _____ Grade _____

MIS is an active learning environment and learning that happens during school cannot be replicated outside of it. Due to the international nature of our community, and the level to which we encourage our students to participate in extracurricular activities, lessons are sometimes missed. The goal is to limit the number of absences to ensure learning is not impacted. MIS and the German authorities have a serious attitude toward school attendance. As outlined in our Student/Parent Handbook, our absence policy states: "Students missing more than 20 days' schooling will not automatically be promoted to the next grade. Their promotion will be discussed by the administration."

Parents/Guardians: PLEASE READ THE STATEMENT BELOW CAREFULLY BEFORE SIGNING

My daughter / son will be absent from classes for _____ full or partial school day(s) beginning _____ and ending _____. The reason for this absence is _____.

I understand that MIS takes a serious attitude towards absence. Absence impacts the academic progress and social development of a student in the learning environment. I am fully aware that my child must assume the primary responsibility for keeping up with schoolwork during this period of voluntary absence. It is their responsibility to notify teachers in advance, and it may not be possible for the faculty to accommodate assignment requests for students whose absence is due to an extended holiday. I further understand that classroom activities such as summative assessments, films, labs, class discussions and speakers cannot be duplicated. Work missed during the absence must be completed according to prior arrangement with the teachers. If an extension is required, the student must request this prior to the due date.

Signature of parent or guardian: _____ Date _____

Students: PLEASE READ THE STATEMENT BELOW CAREFULLY BEFORE SIGNING. Ask your teachers to fill in the chart on the back of this sheet at the beginning of class. I understand that MIS takes a serious attitude towards missing school. Absence can impact my academic and social development with my peers. I am fully aware that I will assume primary responsibility for keeping up with schoolwork during my absence. It is my responsibility to notify teachers in advance, and it may not be possible for teachers to accommodate some assignment needs if my I am absent due to an extended holiday before or after a school holiday. I further understand that classroom activities such as summative assessments, films, labs, class discussions and speakers cannot be duplicated. Work missed during the absence must be completed according to the arrangements made with my teachers. If an extension is required, I will request it prior to the due date.

Signature of student: _____ Date _____

Subject teachers: The MS office will notify teachers by email who will be away for school events. Planned and unplanned absences require teacher support for students and their learning. If a student is being impacted by absences, please notify your year level leader immediately.

Signature of Homeroom Teacher: _____

When complete, hand in the MS office. A copy of the document will be made.

| SUBJECT | TEACHER | ASSIGNMENT | DUE DATE | SIGNED BY TEACHER |
|---|---------|------------|----------|-------------------|
| Math | | | | |
| Science | | | | |
| Individuals & Societies | | | | |
| English | | | | |
| German | | | | |
| Languages (Mandarin, Spanish, or French) | | | | |
| Design | | | | |
| Arts | | | | |
| PE | | | | |

Appendix 3 Teaching and Learning Policy

TEACHING AND LEARNING POLICY FOR MUNICH INTERNATIONAL SCHOOL

MIS is a school and a community that is focused on learning, growth and improvement for students, teachers, and all of its members. Our Mission Statement communicates our fundamental commitment to and vision for our students:

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

- academically successful, life-long learners,
- creative and innovative thinkers,
- ethical, globally-minded contributors, and
- healthy, well-balanced individuals

who will thrive and make a positive impact in a complex and changing world.

As teaching and learning lie at the core of our mission and our work, it is important that we hold and abide by shared beliefs and understandings about what constitutes best practice. The following policy defines what we believe about . . .

1. Students and their Learning
2. Desirable Teaching Practices
3. Assessment for Learning

Learning at MIS means . . .

- developing increasingly sophisticated **understanding of concepts** (conceptual understanding)
- improving one's ability to **perform target skills** (competencies)
- increasing one's capacity to **adapt to and make sense of the world** (schemata for making meaning)
- enhancing one's **confidence** and **strategies for taking meaningful action** (efficacy)
- increasing one's **awareness of one's own strengths and areas for improvement** (self-awareness)
- striving to **embody the attributes of the MIS Mission Statement and our School Values** (attitudes and habits of mind)

Learning takes account of learners' prior and existing knowledge and capabilities, and encourages them to explore in meaningful and structured ways how they can continue to grow and improve.

Students and their Learning

Research on the science of learning has yielded a body of knowledge and understanding about how schools and teachers can promote effective learning in students.

What we believe about student learning:

- Students learn best when they **feel safe** physically, emotionally and intellectually.
- Students learn best when they **understand the purpose** of any instructional unit or learning engagement.
- Students benefit from **transparent criteria for success** that assist them in understanding what constitutes success and in measuring their own growth and performance against objective standards.

- When students are challenged to **explore real-world issues, dilemmas and perspectives**, their learning is meaningful, engaging and enduring.
- Students are empowered to understand their own level of performance and to identify specific ways to improve for the future when they receive and reflect upon **specific, timely and actionable feedback** on their work.
- Students gain self-confidence in **environments that nurture, challenge and inspire** them to explore and take risks and to develop resilience in the face of reasonable challenges.
- Students benefit from **interdisciplinary approaches** that empower them to make connections between subject areas and apply their learning from one discipline to another and/or to unfamiliar contexts.
- Students' **learning is enhanced through collaboration** in positive, caring environments.
- **Learning is individual.** Students have different starting points, different interests, and follow individual paths. The best teaching provides appropriate challenge, student choice, constructive feedback and ample opportunities to act on that feedback.
- **Learning is complex.** It is a cognitive process that involves forming, re-forming, rejecting and refining hypotheses and understanding. Effective teaching takes account of the nature of learning and provides opportunities for students to hone skills and negotiate meaning.

Desirable Teaching Practices

Teachers at MIS engage in a broad array of instructional activities with their students to promote learning and growth. The diversity of approaches is too great to catalogue in a brief policy, but basic principles underpin the ways that teachers across our school encourage and guide learning in our students.

What we believe about effective teaching:

- Teachers get to know their students and develop **respectful, caring and appropriate relationships** with them. They provide them with challenges that are aligned to their interests, their readiness for learning, their backgrounds and their goals.
- Teachers **take account of students' prior learning** when structuring new learning opportunities. They set learning targets that are challenging, but manageable and meaningful, and are differentiated for diverse needs.
- Teaching students **approaches to learning skills** (metacognitive skills & habits of mind) is a **core responsibility of every teacher.**
- Teachers **engage students in active inquiry.** Students are actively involved in driving their own learning through genuine interest and authentic questions that arise through interaction with intentionally selected and developed contexts, information and materials.
- Teachers **provide opportunities for students to speculate, investigate and make mistakes.** This may involve risk-taking in teaching in order to provide students with stimulating and diverse contexts for exploration and action.
- Teachers **model target skills and attributes** and support students in deconstructing and understanding the constituent elements of those skills and attributes.
- Teachers **explicitly link learning to real-world issues, dilemmas and perspectives.**
- Teachers recognise the powerful role that language plays in facilitating and enabling student learning.

They **incorporate effective strategies to support the further development of academic language proficiency** for all of their students.

- Teachers employ strategies to help **make thinking processes explicit** in order to assist students in becoming aware of and gaining control over their ways of learning, making meaning and developing competencies.
- Teachers **provide** students with **opportunities to reflect on their behaviour**, to compare it with target attributes (MIS Mission Statement, MIS Values), and to plan for behaviour in the future that more closely approximates these.
- Teachers intentionally select examples and activities that **promote global-mindedness and diversity**. They ensure that their teaching encourages intercultural understanding and mutual respect.
- Teachers **selectively make use of technologies** to support and extend student learning in ways that are effective and meaningful.
- Teachers support students to **consolidate learning** and to ensure that students **make connections** in their learning and to the wider world.
- Teachers collaborate in teams and/or departments to **implement the School's curriculum effectively and consistently**.
- Teachers **provide on-going feedback** to promote growth **and adjust their teaching** to ensure appropriate challenge.

Assessment for Learning

Assessment for learning is necessary in order to inform students, their parents, and their teachers about students' progress toward learning goals. It involves collecting evidence of learning in a variety of ways, interpreting that evidence, communicating about the evidence and drawing conclusions for further action.

What we believe about effective assessment:

- The primary **purpose of assessment** at Munich International School **is to promote learning** (including the learning that takes place through the assessment itself) and to support students and teachers to make informed decisions for future action.
- Assessment **measures what is truly valued**. Effective assessments must address the concepts, skills and attitudes that lie at the heart of the learning.
- Assessment is a **natural culmination of the instructional activities** involved in promoting learning.
- Assessment is **designed to influence students' motivation for learning in a positive way**. It should represent an opportunity for students to demonstrate all that they can do, rather than frustrate them by emphasising what they cannot do.
- Assessment **promotes reflection** and helps students to understand how to recognise and monitor their own learning and achievement.
- Assessment **takes many forms**, including pre-assessment, self-assessment, peer-assessment, formative assessment, and summative assessment, among others.
- Assessment **provides students with actionable feedback** that helps them understand the extent of their learning and helps them move forward with their learning.
- Assessment feedback **must be timely** in order to be maximally effective.

- Assessment is **based on criteria that are known and understood** by the learners prior to engaging in the assessment.
- Assessment is as **authentic and contextualised** as reasonably possible.
- Assessment **allows for differentiation** to address the individual needs of learners.
- Assessment is **consistent and fair**. Results of assessment are routinely moderated to ensure that objective standards apply for all students

Appendix 4 Language B Continuum Information

Students in Language B classes are divided into three levels: Emergent, Capable and Proficient.

| Language Level | Emergent Communicator | Capable Communicator | Proficient Communicator |
|---|-----------------------|----------------------|--|
| EAL | | | Exiting into English A (Lang Lit after Capable) |
| German | | | |
| Spanish, French, Mandarin (grades 6-10) | | | No proficient level due to later start (earliest grade 6). |
| Reference | CEFR A1-A2 | CEFR A2+ - B1 | CEFR B1 - B2 (Occasionally C1) |

* Years only a suggestion/indicator. Please see description below.

Whereas the IB continuum descriptors do not directly correspond with the descriptors of the Common European Framework of Reference for Languages (CEFR), possible alignment is indicated in this chart.

The three levels in the Language Acquisition system do not necessarily represent years of language learning. Learners may be displaying proficiency on elements in one level and working towards elements in another level. Remaining in the same level for more than two years and/or moving between levels are a standard part of language learning.

Student placement is based on teacher recommendations and, for new students, based on the information provided in the enrolment *Language Profile* questionnaire. All students who are not coming from an English medium school or family take the WIDA test when joining MIS. The WIDA results help teachers identify whether they are English Learners, and determine the service needed. In Middle and Senior school, upon admissions, student write an analytical English test. Through that test, the English department can evaluate if the student is a candidate for EAL services. Students who are rated for possible EAL then take the WIDA test to confirm and determine the service needed.

In the German programme, language acquisition teachers place the students at their most suitable level for the next school year to ensure their learning progress. Language development relies on exposure to the language. With English as the language of instruction, students develop their English language skills usually faster and transition into English A more frequently than in German, which is taught between 6-8 lessons per cycle. For proficient speakers, MIS offers a proficient level to those students who have a high level of proficiency but are not yet equipped to transition into the German A programme.

Transition to the German A programme:

Students in the proficient level, depending on their interest, the year of their entrance into the programme, their linguistic background and their involvement with the German language, might reach a level of language, which would equip them to transition into the German A programme. Indeed, students reaching this level of language are required to enter the German A programme, so that they are appropriately challenged.

MIS Middle School Football Players' Code of Conduct

Created January 2023

Football is a game we enjoy playing. Many of us play competitive football as members of a team. At MIS, during breaks, we enjoy playing a fun **non-competitive** informal game.

Football at recess must be non-competitive because:

- Players of all skill levels must be able to participate
- There are no referees to monitor players' conduct
- Any student can join a game in progress at any time

All students participating in football during breaks will follow these basic rules:

1. Be respectful towards all players
2. Be inclusive during the game
3. Avoid any action that may hurt another person
4. Listen to teacher/supervisors on duty; respect and follow their instructions
5. Walk away and take a break to avoid conflicts
6. Have fun

What does this mean when you are playing football during breaks?

In order to have the right to play football during breaks, all players must agree to and respect the following rules:

- Players must wait for the teacher on duty to arrive before they can start to play
- Anyone who wants to play can play and is welcomed on any team
- Avoid intentional physical contact between players
- There is no tackling of any type on the playing field
- Players never use any derogatory language – this includes swearing, slurs or any language that puts down another person
- You are expected to walk away from a game if you are getting frustrated or upset or if you think others around you are becoming frustrated or upset
- You should accept a degree of responsibility if you are involved in a physical or verbal altercation whether you were the instigator, recipient or bystander. Before this happens you should walk away
- Teachers on duty have the final word
 - You are expected to speak to the teacher on duty if there is a problem
 - You will accept their instructions even if you disagree
 - You can speak with them politely if you do not like a decision
 - While you may have a different perspective of what happened, the teacher on duty's version will be accepted by everyone
- If a player is hurt during a game **all players** involved will be removed from the game
- Games end immediately at the end of the break when called by the teacher on duty

To play during breaks, students must have a “right to play” card and carry it with them during play.

To receive a card, students must:

1. Read and sign the player code of conduct
2. Have a parent read and sign the player code of conduct

What happens when a player does not respect the code of conduct:

1. Teacher on duty will pull a student from the game and take their right to play card.
2. Students will be required to complete a Player Code of Conduct Reflection form
3. Ms Healy will determine when to return a player’s “right to play” card. In most cases:
 - a. The first time you complete a reflection form you will be suspended from play for 1 day
 - b. The second time you will be suspended for 1 week
 - c. The third time you will be suspended until the end of the school term (December Break, Spring Break, End of Year)
 - d. When a player is suspended from play they cannot be on the playing field at all and should not be interacting with players during their game

By signing this document you:

- agree to all of the above.
- accept that playing football during breaks is a fun activity that is a choice and a privilege.
 - understand that sometimes when we play games there are disagreements and that in order to continue having fun it is sometimes best to ignore small disagreements and to walk away from the game if you need to cool off.
- accept that the teacher on duty’s decision on the field is final and agree to follow their instructions
- will complete a Player Code of Conduct form in the MS Office in a thoughtful manner immediately
- accept that Ms Healy will determine when the player’s “right to play” card will be returned
- understand that each student will be treated as individuals and that sometimes decisions by Ms Healy will be different for individual students

Student’s signature and date

Parent’s signature and date

Appendix 6 Homework policy

Rationale: To support consistent pedagogical practices in the middle school and to ensure students and families understand expectations regarding the purpose and approach to assigning homework.

Purpose of homework:

- Review and practice of skills and concepts introduced in class
- To enable students to demonstrate understanding of and/or proficiency with new skills and concepts independently
- To support the development of key ATL skills around organization and time management

Homework is most effective when it:

- Is directly connected to a new skill or concept taught in class
- Allows for independent practice or review
- It is individualised to students' learning needs
- Is limited in time and scope
- Is specific
- Clearly explained in class before it is done
- Is reviewed in class the following lesson

When assigning homework in middle school teachers will:

- Take time during a lesson to clearly review homework, and provide both verbal and visual directions
- Ensure that students note their homework in their study book
- Specify the amount of time they expect the task to take and remind students to stop when they reach the maximum time
- Homework should never be more than 20 minutes per night
- Ensure that homework is reviewed or addressed the following lesson so that students receive feedback
- Use the information they receive from students' homework to guide their planning (formative assessment)

Homework should not include:

- Any summative tasks or assessments that will be marked
- Work requiring students to work in groups
- Tasks requiring students to complete open ended research

Start of year

To support relationship building and ensuring students have settled into the academic year, we will wait to assign homework until the start of the 3rd full week of school.

Homework will be introduced systematically a few subjects at a time:

- Starting with
 - English/German Lang A (Reading only)
 - Math
- Then
 - Language B
 - Science
- Followed by
 - Humanities
 - Design
- Finally
 - Arts
 - PHE

Appendix 7 Academic Integrity policy

Munich International School



Academic Integrity Policy

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Academic Integrity

Whole School Statement

Munich International School expects all members of the community to act with Academic Integrity, as it plays a vital role in the building of trust within a community. Honest and ethical behaviour is an essential component of learning and it promotes the academic, social and emotional development of all.

Academic Integrity requires that all work is the legitimate, truthful effort and the original product of the student. To uphold this concept, it is essential that the whole community understands the value of submitting one's own work for assessment, along with correctly referencing the works and ideas of others.

The MIS Academic Integrity Committee, consisting of the Head of School, Senior School Principal and DP/MYP Coordinator will discuss each case to ensure that due process has been followed.

Academic malpractice harms the whole community and threatens the success of the MIS Mission.

Definitions and examples related to Academic Integrity

Academic Integrity means:

- Submitting work that is representative of the student's own learning and thinking
- Correctly and appropriately citing sources that are used in the completion of school work

Academic Malpractice means:

- Attempting to gain an unfair advantage when carrying out assessments
- To use unauthorized materials, assistance and/or aids in completing assessments

Academic Misconduct means:

- No intent to gain advantage is evident such as committing errors in citations

Categories of Academic Dishonesty

| Categories of Malpractice | Examples, but not limited to |
|--|---|
| <p>Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.</p> <p>See appendix 3 - Types of plagiarism (TII)</p> | <ul style="list-style-type: none"> • Incorporating materials taken from sources, such as books, periodicals, newspapers, CDROMs, DVDs, Internet sources, electronic media, email messages, images, graphics and conversations without appropriate referencing • Copying what someone else has written • without using quotation marks and appropriate citation • Fabricating citations in a piece of work • Fabrication of data in a lab setting • Falsifying records (e.g. for CAS or SAA) |
| <p>Collusion: Allowing one's own work to be copied or used by another student with or without consent.</p> <p>Using the work of another student as one's own.</p> | <ul style="list-style-type: none"> • Submitting another person's work as one's own (e.g. other students, parents, siblings, tutors unethically purchased work) • Allowing another student to copy any formative or summative assessment • Copying another student's formative or summative assessment |
| <p>Ghost writing: Too much assistance or over-relying on collaboration through help from other students, parents, a tutor, or websites or organisations that claim to offer 'help' with assessments, which results in the student's own voice not being authentic.</p> | <ul style="list-style-type: none"> • Working with others on a common aim should not result in a member of the group copying or submitting the work of other members for assessment. Students are encouraged to collaborate in some instances; for example, they might work together on data collection for a data table in sciences. The data in the tables will be identical, but all other required parts of the lab must be individual work. |
| <p>Duplication of work is when the same work is used for more than one assessment.</p> | <ul style="list-style-type: none"> • Attempting to receive credit for the same work in two different subjects (for example, an internal assessment and an extended essay) • Attempting to present the same work twice (for example, a presentation and an essay on the same topic). |
| <p>Malpractice before, during or after an assessment: includes any behaviour that gains an unfair advantage for a student or that affects the results of another student.</p> | <ul style="list-style-type: none"> • Taking unauthorised material into the examination room, including a mobile phone, an electronic device, wearable technology, smart watches or other form of smart technology, own rough paper, notes • Misbehaving during an exam, including any attempt to disrupt the examination or communicate with or distract another candidate, misuse of authorised inclusive arrangements (extra time, use of a laptop etc) • Communicating about the content of an examination before or 24 hours after the examination with others outside the immediate exam cohort. • Changing answers on a test, assignment, or project after submission and/or after grading. • Attempting to remove assessment material from the room without permission. |

Responsibilities for Middle Years Programme and Diploma Programme

Student responsibilities include:

- Reading the MIS Academic Integrity policy and signing the Academic Integrity Agreement to show understanding
- Making one's work personal and write using one's own "voice"
- Acknowledging ideas, images and words of others and resources used through proper citations - see appendix 4
- Allowing oneself time to do the work properly and verify the submitted work
- Not sharing one's work with other students so as to avoid allegations of malpractice
- Following the guidelines and strategies provided by the teachers
- Reporting possible cases of academic misconduct to the appropriate principal, assistant principal or programme coordinator (see MIS Academic Integrity strategies and guidance)
- Not changing any work after the submission on the (internal) submission date
- Be aware of the Academic Integrity student expectations – (see Appendix 1)
 - Note: Uncited use of AI Chat Bots is considered academic malpractice

Teacher responsibilities include:

- Reading and understanding the MIS Academic Integrity policy
- Being a good role model by having correct citations and bibliography of sources in teaching handouts and presentations
- Creating a physical environment that is conducive to academic integrity
- Teaching proper referencing skills to each class each year
- Communicating clearly the expectations that you have for the students by clearly referring to the academic integrity guidelines
 - Task specific requirements regarding academic integrity need to be clearly written on the task sheet for all assessments (formative and summative)
 - For example: “students will work in pairs to conduct the experiment but will write up the lab report findings independently”
- Encouraging honesty and communicate the consequences of breaching IB regulations
- Making the Approaches to Learning (ATL) skills an explicit focus for teaching and learning, particularly information literacy skills
- Ensuring that all work uploaded to IBIS or sent to the IB follows MIS Academic Integrity guidelines

- Following the guidelines presented below under the heading "Guidelines for teachers"
- Reporting possible cases of academic misconduct to the appropriate principal, assistant principal or programme coordinator via form "Teacher report on suspected Academic Malpractice" with supporting evidence
- Be aware of the academic integrity student expectations – (see Appendix 1)

Principals and curriculum coordinators:

- Reading and understanding the MIS Academic Integrity policy
- Informing all students through assemblies about academic integrity and the Academic Integrity policy at the beginning of each year
- Providing each student and teacher with a written overview of the Academic Integrity policy and what constitutes academic dishonesty. In conjunction with this information, students sign the MIS Academic Integrity form saying: "Have read and agreed to abide by the MIS Academic Integrity Policy".
- Investigating cases of academic misconduct in order to apply the appropriate consequence

Parent responsibilities:

- Reading and understanding the MIS Academic Integrity policy
- Talking with and supporting one's child to act with academic integrity
- Encouraging one's son/daughter to ask their teachers for advice if they are having difficulties with their work
- Establishing a good level of communication with the school so that one understands the requirements of the IB programmes, the MIS expectations for academic integrity and what is expected of students
- Supporting your child to ensure that he or she is the one responsible for the work done and demonstrating integrity in the assessment.
- Providing support with the scheduling of their work (time management), as they will have many assignments complete

Guidelines for Teachers

Procedures related to classroom assessments to promote Academic Integrity:

- Prior to assessments, collect all smart phones (collected to a box on the teacher's desk), smart watches, notes (hidden in novels, etc.) from students
- Students cannot sit facing each other
- If computers are used during the assessment, ensure that internet access is deactivated
- Patrol the classroom throughout the assessment
- Look at and listen to the class during an assessment
- Makeup assessments must be under supervision and can never be done prior to when done by the class (e.g. a student who will be out of school for legitimate reasons for the assessment)
- If different teaching groups take a classroom summative at different times, the assessment cannot be identical
- Limit the possibilities of sitting a test over two days
- Two hour testing times to be used by a flexible "give and take" between departments and with an official request to the Assistant Principal for a major summative

Procedures related to assessments done outside of class time to promote Academic Integrity:

- Written instructions and guidelines for assessment need to be clear about the expectations of the task. e.g.:
 - o the differences between group work and individual reports/assignments
 - o requirements in terms of sourcing, referencing, bibliography
- Students with extra time and students who are legitimately out of school for the assessment should only be allowed to carry on with the work after the time for the classroom assignment
- Ensure that all digital work submitted in grades 7-12 be checked via Turnitin.com (TII) or Itslearning for an originality report. The uploading of work to TII should be in advance of the submission of the work to the teacher so that the student can check the report beforehand and be able to modify the work for submission. The report must be viewed for matching text, not just the % matching. The report is only one piece of evidence that teachers may use in determining authenticity of the work submitted.
- Proof of process must document the evidence for the development of the ideas and work

Procedures in cases of suspected academic misconduct

1. Teacher is to report suspected work to the school section Principal and/or Assistant Principal using the form: "Teacher report on suspected Academic Malpractice" with supporting evidence"- appendix 5.
2. The teacher will then be removed from the investigation and parents and students will not discuss the case with the teacher.
3. The Principal/Assistant Principal carries out an investigation, which includes
 - a) a viva voce with the student (parents invited as observers) conducted by Principal/Assistant Principal and the curriculum coordinator or Head of Department or another teacher from the department. If a parent is not present, a counselor can be present. The student's teacher will not be part of this viva voce.
 - b) evidence shown in the report from the teacher
 - c) collection of further evidence as needed
4. The Principal/Assistant Principal makes a decision in conjunction with the IBDP/MYP Coordinator.
5. In severe and/or difficult cases the "Academic Integrity Committee is consulted (consisting of the Head of School, Principal, and Curriculum Coordinator).
6. A report will be written by the Principal to be placed in the student's file. The report should contain information about
 - a) Details about the assessment
 - b) Decision made and the evidence for the decision
 - c) Consequences
 - d) The report could be released to other schools or universities if requested
7. The student and/ or parents/guardians has the opportunity to file a written statement requesting an APPEAL and their justification for the request of an appeal within five school days after receiving the report.
8. The Academic integrity committee will meet to review the appeal and the parents and student may be called to meet to discuss the situation.
9. Following this meeting, the Academic Integrity committee will make the final decision for the case.

Consequences for academic malpractice or misconduct

Internal MIS assessments

These are examples of the severity of consequences a student may face upon a first, second, third or fourth occasion of academic misconduct. These consequences will be applied for situations throughout grades 5-12. Depending on the circumstances the school may opt to modify the consequences as appropriate.

First occasion:

- AD* (=no credit) in Markbook; no feedback on the work; will be considered in the formulation of the term grade
- Academic Integrity issue note in iSams entered by the School Principal/Assistant Principal
- After school detention
- Student writes a written reflection to demonstrate his or her understanding of Academic Integrity and how the offence could have been avoided
- Written report to be sent to parents and placed in the student's file

Second occasion:

- AD* (=no credit) in Markbook; no feedback on the work; will be considered in the formulation of the term grade
- Academic Integrity issue note in iSams entered by the School Principal/Assistant Principal
- One-day suspension
- Written report to be sent to parents and placed in the student's file, may affect university application

Third occasion:

- AD* (=no credit) in Markbook; no feedback on the work; will be considered in the formulation of the term grade
- Academic Integrity issue note in iSams entered by the School Principal/Assistant Principal
- Three-day suspension or expulsion
- Student will not be registered for 18 exams (grade 10 and 12) or will be withdrawn from examinations if registration has already been submitted
- Student on probation, and the future of the student at MIS is under scrutiny
- Documentation from MIS for University applications will carry a notice of malpractice

Fourth occasion:

- Expulsion

AD= Academic Dishonesty*

IB Diploma Programme and Middle Years Programme assessments

Submission of the draft version

The possibility for the student to write a new piece for the assessment will be determined based on the time frame for submission and the circumstances of the case. Any new work the student produces will be completed under supervision in school and a new title/ topic will need to be chosen. The student may bring in only printed documents with full citation information and he or she will not have the use of the Internet or his/ her student files on the school server or laptop. Class notes may be used if the teacher can verify them. All documents the student brings in with which to work must have traceable citations and will remain with the student's work for the teacher to use to ascertain the authenticity of the new work. The student has forfeited the opportunity to more feedback and the work will be the final piece for submission when its authenticity can be verified.

Submission of final assessments

If a teacher has suspicions of malpractice in work submitted for final DP or MYP assessment. The Senior School Principal and DP/MYP Coordinator will be informed. The Senior School Principal and DP/MYP Coordinator will collect evidence from the teacher and student. Interviews will be held with the student and a parent or guardian to present the case.

Issues with MIS deadlines

If the final work is submitted on time with respect to the MIS published deadline and cannot be authenticated, the work cannot be submitted for assessment to the IB. Final submissions cannot be edited or retouched. The student and teacher will be asked to write separate reports about the work.

If the MIS Academic Integrity Committee determines the work to be a case of malpractice, according to the IB rules the work will not be submitted to the IB according to Article 21.1 IBO General Regulations. The IB will give the component an N, for no submission, and this is a failing condition for the subject and the IB Diploma or MYP Certificate. An Academic Malpractice report will be written by the Senior School Principal to be filed in the student's file. The report could be released to other schools or universities if requested.

If the MIS Academic Integrity Committee determines that no malpractice can be established, the work could be submitted to the IB for assessment and the component would receive a grade according to the assessment criteria for that component.

Issues discovered after MIS deadlines

If an academic integrity issue is identified in a student's IB assessment after the submission deadline at MIS or after the student has signed the cover sheet of the final work, the IBO must be informed about this situation, according to the IBO Article 21.2. An interview with the student and parent or guardian will be held with the Senior School Principal and the DP/MYP Coordinator. The student, the teacher and the DP/MYP Coordinator will write separate reports about the issue usually before the IB exams begin in May. These reports are given to the Senior School Principal. An Academic Malpractice report will be written by the Senior School Principal to be filed in the student's file. The MIS Academic Integrity Committee, consisting of the Head of School, Senior School Principal and DP/MYP Coordinator will discuss the entire dossier to ensure that due process has been followed. The final report will be submitted to the IBO Academic Integrity Committee along with the student's assessment. The IBO Academic Integrity Committee will make the final judgement about the assessment, the penalty and potential other consequences as identified in the IBO Article 21.3.

Primary Years Programme -

Statement for Grades EC- 4

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 integrity for their students in their planning and in the 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 integrity at an age-appropriate level as part of the learning process.

Student Strategies

Establish an ongoing dialogue with teachers about effective referencing methods and the progress of the work, demonstrating the development of one's own ideas and writing. Seek support from classroom teachers about referencing in specific subject related research and writing tasks. Seek the help of the MIS librarian or IB PYP Coordinator for assistance with any referencing question.

Grade Level Expectations

| | EC | 1 | 2 | 3 | 4 |
|--|----|---|---|---|---|
| Recognizes the use of other people's work. quotation marks for people's speech or words | ✓ | ✓ | ✓ | ✓ | ✓ |
| Uses quotation marks for people's speech or words | | | ✓ | ✓ | ✓ |
| Provides some reference information, such as title, author, date, page | | | ✓ | ✓ | ✓ |
| Makes a bibliography with an acceptable format | | | | ✓ | ✓ |
| Uses intext citations for quotes | | | | | ✓ |
| Paraphrases with citations | | | | ✓ | ✓ |
| Knows that copying the work of others is wrong | ✓ | ✓ | ✓ | ✓ | ✓ |

Consequences for malpractice

- Students will be shown what is incorrect in their work and how to remove the instances of malpractice.
- Students will be required to redo their work in the appropriate manner, this will demonstrate their growth and learning about Academic Integrity.
- Repeated occurrences of malpractice will result in a Principal parent student conference.
- Student placed on probation.

Process for review of this policy

The MIS Academic Integrity policy has been compiled by the Senior School Principal, the IBDP Coordinator with contributions from the Librarian and the Academic Integrity Teacher Inquiry Group. The final policy has been agreed to and adopted by the Senior Leadership Team. The policy will be reviewed on a regular basis to ensure the policy is up to date and effective.

Reviewed June 2021

Last review Jan 2023

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Appendices

Appendix 1: Student Expectations

Grades 5-8

The academically honest student:

| Does | Does not |
|--|--|
| Acknowledge help from adults, parents, older students/siblings, friends | Use notes, calculators or any unauthorized materials during a test unless allowed by a teacher |
| Acknowledge information taken from books, the internet, (including AI Chat Bots) or people | Copy from another student during an assessment |
| Acknowledge the source of a direct quotation/s | Copy another student’s homework |
| Acknowledge paraphrased ideas from others | Give another student their own work to copy |
| Acknowledge reference materials in a bibliography | Hand in work as their own that has been copied |
| Know what constitutes cheating and plagiarism and abides by the rules | Do homework for another student |
| Follows all test/exam rules | |



Grades 9-10 & DP

| Does | Does not |
|--|---|
| Keep and maintain accurate, personal course notes with appropriate citing | Copy the work of another student |
| Understand and abide by the school’s expectations concerning all aspects of academic integrity | Give another student their work |
| Acknowledge, in appropriate MLA reference format, all direct quotes, and ideas of others from a variety of sources | Do homework for other students |
| Acknowledge, in an appropriate MLA referencing format, help from another person | Submit work done by another student, parent, adult, friend or AI Chat Bots. |
| Ask beforehand what kind of external help is permissible | Use any unauthorized materials during assessments |
| Follow all assessment rules | |

Grades 5-8

The academically honest student:

| Does | Does not |
|---|--|
| Acknowledge help from adults, parents, older students/siblings, friends | Use notes, calculators or any unauthorised materials during a test unless allowed by a teacher |

| | |
|---|--|
| Acknowledge information taken from books, the internet, (including AI ChatBots) or people | Copy from another student during an assessment |
| Acknowledge the source of a direct quotation/s | Copy another student's homework |
| Acknowledge paraphrased ideas from others | Give another student their own work to copy |
| Acknowledge reference materials in a bibliography | Hand in work as their own that has been copied |
| Know what constitutes cheating and plagiarism and abides by the rules | Do homework for another student |
| Follows all test/exam rules | |



Grades 9-10 & DP

| Does | Does not |
|--|---|
| Keep and maintain accurate, personal course notes with appropriate citing | Copy the work of another student |
| Understand and abide by the school's expectations concerning all aspects of academic integrity | Give another student their work |
| Acknowledge, in appropriate MLA reference format, all direct quotes, and ideas of others from a variety of sources | Do homework for other students |
| Acknowledge, in an appropriate MLA referencing format, help from another person | Submit work done by another student, parent, adult, friend or AI Chat Bots. |
| Ask beforehand what kind of external help is permissible | Use any unauthorized materials during assessments |
| Follow all assessment rules | |

2. [MIS Academic integrity strategies and guidance](#)
3. [IB Academic integrity in the DP](#)
4. [Types of Plagiarism \(TII\)](#)
5. [Munich International School Guide to Referencing Your Work](#)