



STUDENT PARENT HANDBOOK

SENIOR SCHOOL

2025 - 2026

Senior School Student Parent Handbook 2025-26

Table of Contents

1.0	WELCOME	4
2.0	VISION AND MISSION	5
3.0	VISION AND MISSION	6
3.1	SCHOOL VISION	6
3.2	SCHOOL MISSION	6
3.3	MIS COMMUNITY COMMITMENTS TO PRINCIPLED AND ETHICAL CONDUCT	6
3.4	TEACHING AND LEARNING POLICY	7
3.5	SENIOR SCHOOL PURPOSE, AIMS & OBJECTIVES	11
3.5.1	<i>Senior School Purpose</i>	11
3.5.2	<i>Senior School Aims</i>	11
3.5.3	<i>Senior School Objectives</i>	11
4.0	SCHEDULE.....	12
4.1	THE SCHEDULE	12
4.1.1	<i>Monday - Friday</i>	12
4.2	STUDENT RESPONSIBILITIES	13
4.2.1	<i>Basic responsibility</i>	13
4.2.2	<i>Sickness</i>	13
4.2.3	<i>Anticipated absence</i>	13
4.2.4	<i>Late arrival at school</i>	13
4.2.5	<i>Lateness to Class</i>	13
4.2.6	<i>Leaving early</i>	13
4.2.7	<i>Grade 11 and 12</i>	13
4.2.8	<i>Students on campus after 16:05 hrs</i>	14
4.3	PARENTAL RESPONSIBILITIES.....	14
4.3.1	<i>Basic responsibility</i>	14
4.3.2	<i>Permission slips and absence form</i>	14
4.3.3	<i>When parents are away</i>	14
4.3.4	<i>Students living here without their parents</i>	14
4.3.5	<i>Students over 18</i>	14
5.0	STUDENT ATTENDANCE	15
5.1	SCHOOL EXPECTATIONS	15
5.1.1	<i>How to report absences</i>	16
5.1.2	<i>Absences</i>	16
6.0	COMMUNICATION.....	18
6.1	WHO`S WHO	18
6.1.1	<i>ADMINISTRATION, STUDENT SUPPORT SERVICES & EXTRA-CURRICULAR</i>	18
6.1.2	<i>CURRICULUM</i>	19
6.1.3	<i>DEPARTMENT HEADS/CURRICULUM COORDINATORS</i>	19
6.1.4	<i>SENIOR SCHOOL FACULTY</i>	20
6.2	WHOM DO I CONTACT?	21
6.2.1	<i>Communication Flow at MIS</i>	22
6.3	COMMUNICATION.....	23
6.3.1	<i>Parent Portal & iSAMS calendar</i>	23

6.3.2	Parent Principal Forums	23
6.3.3	"Your Weekly Update".....	23
6.4	REPORTING ON PROGRESS	23
6.4.1	Formal reporting.....	23
6.4.2	Other forms of communication	23
6.4.3	Transcripts.....	24
7.0	OUR VALUES IN ACTION: MIS' STUDENT CONDUCT GUIDE	25
7.1	AN ENVIRONMENT FOR LEARNING	25
7.1.1	Your Rights and Responsibilities	25
7.1.2	Forbidden Behaviours.....	26
7.1.3	Disciplinary Measures.....	26
7.2	BEHAVIOUR EXPECTATIONS FOR TECHNOLOGY DEVICE USAGE.....	27
7.3	ACADEMIC INTEGRITY.....	28
7.3.1	Expectations	28
7.4	STATEMENT ON SHARING DISCIPLINE INFORMATION WITH UNIVERSITIES.....	28
7.5	THE CAMPUS BOUNDARY.....	28
7.6	DRESS CODE	28
7.6.1	Overall	28
7.6.2	Specific to Physical Education.....	29
8.0	ACADEMICS	30
8.1	APPROACHES TO LEARNING (ATL)	30
8.2	COURSE PLACEMENT AND COURSE CHANGES	30
8.2.1	Course selection.....	30
8.2.2	Conditions for entering the IB Diploma Programme	30
8.2.3	Course and Class Changes	31
8.2.4	Course Change ('Drop-and-Add') Process	31
8.3	GRADUATION REQUIREMENTS	32
8.3.1	The MIS Diploma	32
8.3.2	Certificate of Attendance.....	33
8.4	GRADING	33
8.4.1	The academic achievement scale	33
8.4.2	Additional nomenclature	34
8.4.3	Formal reports	34
8.4.4	How students in Grade 11 are graded.....	35
8.4.5	How students in Grade 12 are graded (MIS Grade).....	35
8.4.6	Predicted Grade (University) – Grade 12.....	35
8.4.7	Grading Regulations for EAL Students.....	35
8.4.8	End of Year Grade.....	36
8.4.9	Reporting on Approaches to Learning (ATL).....	36
8.4.10	Awards	37
8.5	PROMOTION REQUIREMENTS.....	38
8.5.1	Grades 9 to 10, 10 to 11 and 11 to 12	38
8.5.2	Standards: grade point requirements.....	38
8.5.3	Academic probation	38
8.5.4	Academic monitoring	38
8.5.5	Promotion from Grade 11 to 12 (IB Diploma students).....	38
8.6	GUIDELINES FOR HOMEWORK/ASSIGNED WORK	39
8.6.1	General aims of homework	39
8.6.2	Amount of homework.....	39
8.6.3	Expectations of the Teacher	39
8.6.4	Expectations of the Student.....	39
8.6.5	Expectations of the Parent(s)	40
8.7	SUBMISSION PROCEDURES FOR ASSESSMENTS.....	41
8.8	EXTERNAL EXAMS AND TESTS	43
8.8.1	IB MYP Certificate	43
8.8.2	IB Diploma/Certificate	43
8.8.3	SAT – Reasoning Test.....	43
8.8.4	ACT	43

8.8.5	TOEFL	43
8.8.6	PSAT/ NMSQT	44
8.9	INTERNAL ASSESSMENTS AND EXAMS	44
8.9.1	Summative Assessments	44
8.9.2	Students in grade 9/10.....	44
8.9.3	Students in grades 11.....	44
8.9.4	Students in grade 12	44
8.9.5	EAL Students	44
8.10	EXAM PROCEDURES.....	45
8.10.1	Examination preparation	45
8.10.2	General Procedures for examinations	45
9.0	STUDENT SUPPORT SERVICES	48
9.1	PASTORAL CARE	48
9.2	THE YEAR ADVISOR PROGRAMME	48
9.3	ACADEMIC SUPPORT	50
9.4	SPECIAL ACCOMMODATIONS FOR EXTERNAL EXAMINATIONS	50
10.0	HEALTH AND SAFETY	51
10.1	HEALTH	51
10.1.1	Health Records	51
10.1.2	Visiting the Health Office.....	51
10.1.3	Medication	51
10.1.4	PE / Sports	52
10.1.5	Accidents Procedure	52
10.1.6	Food Allergies	52
10.1.7	Contagious Diseases.....	53
10.2	EMERGENCY PROCEDURES.....	54
10.2.1	EVACUATION (FIRE) DRILL	54
10.2.2	LOCKDOWN	54
10.2.3	ALERT.....	54
10.3	TRIPS – EDUCATIONAL	55
11.0	CO-CURRICULAR ACTIVITIES.....	56
11.1	STUDENT LIFE PROGRAMME	56
11.1.1	Athletics.....	56
11.1.2	Arts.....	57
11.1.3	Activities	57
11.1.4	Super-SLP Activities	57
11.2	PARTICIPATION REQUIREMENTS	57
11.3	SOCIAL OCCASIONS	58
11.3.1	Regulations.....	58
11.3.2	Senior School Prom.....	58
11.4	STUDENT COUNCIL	58
12.0	MISCELLANEOUS.....	59
12.1	VISITORS/GUESTS	59
12.2	LUNCH	59
12.3	STUDENT ID CARDS	59
12.4	PERSONAL PROPERTY: LOST AND FOUND	59
12.5	SCHOOL PROPERTY	60
12.6	LIBRARY	60
12.7	TRANSPORTATION	60
12.7.1	School buses	60
12.7.2	S-Bahn riders	60
12.7.3	Student Motor Vehicles	61
12.8	MIS CAMPUS MAP	61

1.0 WELCOME

Dear Students and Parents,

Welcome to the Senior School at MIS. Whether you are joining us for the first time or returning for another school year, we're so pleased to have you with us.

These years, Grades 9 through 12, are full of possibility and transformation. It's a time when students begin to make meaningful choices about their learning, explore their interests, and shape the direction of their lives beyond school. As they deepen their strengths and pursue their goals, they're also preparing to make a thoughtful and positive impact on the world around them.

At MIS, our mission is to inspire, challenge, and empower every student. We want our students to dream boldly, pursue personal excellence, and grow with confidence, and we are committed to supporting them every step of the way. In the Senior School, we bring this mission to life by creating an environment that is both nurturing and challenging.

This handbook is designed to provide students and parents with a clear understanding of the values, expectations, procedures, and day-to-day operations that shape life in the Senior School and support strong communication between home and school. Inside this handbook, you'll find a contact section with details about Senior School staff, including their roles and guidance on who to contact for specific concerns. We're here to help, so please reach out to us with your questions.

Although this handbook provides an overview of our curriculum, more detailed information about our academic programmes can be found in the "Grade 9/10 Curriculum" and "Grade 11/12 Curriculum" documents.

We look forward to a school year filled with purpose, growth, and achievement. Thank you for being part of our MIS community.



Marie Favret
Senior School Principal

2.0 VISION AND MISSION



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:

Care

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 empathise even in difficult situations and always seeking the best outcome not just for ourselves, but also for all members of our community.

Respect

We value human dignity and promote equality and growth for all of 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 interactions a high level of respect for cultural diversity, social justice, democratic values and shared responsibility for the common good.

Integrity

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.

Trust

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.

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 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 members 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 globalmindedness, Munich International School promotes positive, responsible and respectful behaviour.

These expectations extend to all members of our community.



3.0 VISION AND MISSION

3.1 SCHOOL VISION

Inspiring and realising bold dreams

3.2 SCHOOL MISSION

Inspire – Challenge - Empower

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

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

3.3 MIS COMMUNITY COMMITMENTS TO PRINCIPLED AND ETHICAL CONDUCT

3.4 TEACHING AND LEARNING POLICY



Munich International School Teaching & Learning Policy

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 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, we must hold and abide by shared beliefs and understandings about what constitutes best practice. The following policy defines what we believe about . . .

1. Learning
2. Teaching
3. Assessment

Learning at MIS means . . .

- developing an increasingly sophisticated understanding of concepts through multiple means of engagement (conceptual understanding).
- improving one's ability to develop necessary skills at an appropriate level (competencies).
- increasing one's capacity to adapt to and make sense of the world (schemata for making meaning).
- enhancing one's confidence through multiple means of action (efficacy).
- increasing one's awareness of one's 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).

Effective learning takes account of prior and existing knowledge and capabilities and encourages learners to explore in meaningful and structured ways how they can continue to grow and improve.

Last updated: June 2024

Learning Practices

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

Learning Purpose:

- Learners benefit from understanding the purpose of any instructional unit or learning engagement.
- Learners benefit from transparent criteria for success to assist them in measuring their individual growth and performance against objective standards.

Engagement and Empowerment:

- When learners are appropriately challenged to explore real-world issues, dilemmas, and perspectives, their learning is meaningful, engaging, and enduring.
- Learners are empowered to set goals: 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.
- Learners 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.
- Learners have opportunities to be curious and to develop empathy and compassion for others.

Learning and the Environment

- **Effective learning occurs when learners feel safe physically, emotionally, and intellectually.**
- Learners 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.
- Learners have different starting points with different learning barriers, and different interests, and follow individual paths. The best teaching provides appropriate challenge, 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.

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Teaching Practices

At MIS we utilise multiple means of engagement, action, and representation 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.

Learner-Centered Teaching:

- Teachers know their learners and develop respectful, caring, and appropriate relationships with them. They provide them with challenges and choices that are aligned with their interests, their readiness for learning, their backgrounds, and their goals.
- Teachers take account of learners' prior learning when structuring new learning opportunities. They set learning goals that are challenging, but manageable and meaningful.
- Teachers provide learners 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 provide ongoing feedback to promote growth and adjust their teaching to ensure appropriate challenge.
- Teachers support learners to select and make use of technologies to support and extend learning in ways that are effective and meaningful.

Approaches to Teaching:

- Teaching "Approaches to Learning" skills (metacognitive skills & habits of mind) is a core responsibility of every teacher.
- Teachers engage learners in active inquiry. Learners are actively involved in driving their own learning through genuine interest, choices, and authentic questions that arise through interaction with intentionally selected and developed contexts, information, and materials.
- Teachers provide opportunities for learners to speculate, investigate, and make mistakes. This may involve risk-taking in teaching to provide learners 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 employ strategies to help make thinking processes explicit, to assist learners in becoming aware of and gaining control over their ways of learning, making meaning, and developing competencies.
- Teachers support the consolidation of learning and ensure that learners make connections to the wider world.
- Teachers provide learners with tools and systems to build capacity for solving complex and challenging problems.
- Teachers collaborate in teams and/or departments to implement the School's curriculum effectively and consistently.

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Inclusive and Relevant Teaching Practices:

- Teachers explicitly link learning to real-world issues, dilemmas and perspectives.
- Teachers recognise the powerful role that language plays in facilitating and enabling learning. They incorporate effective inclusive strategies to support the further development of academic language proficiency for all their learners.
- Teachers intentionally select examples and activities that promote global-mindedness and diversity. They ensure that their teaching encourages intercultural understanding and mutual respect.

Assessment for Learning

Assessment for learning is necessary to inform learners, their parents, and their teachers about 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.

The primary purpose of assessment at Munich International School is to support learners and teachers to make informed decisions for future action.

Authenticity & Inclusivity

- Assessment measures what is valued, including concepts, skills, and attitudes toward learning.
- Assessment is an ongoing and regular process linked to the learning goals that inform next steps.
- Assessment is authentic and contextualised; including problem-based, project-based, performance-based, scenario-based, and other forms of real-world derived tasks.
- Assessment takes many forms, including pre-assessment, self-assessment, peer assessment, formative assessment, and summative assessment, among others.
- It allows students to consider, evaluate, and take responsibility for the impact of their choices and actions.
- It allows for the use of UDL approaches to address individual strengths and remove any barriers to learning.
- It is inclusive and accessible for all cultural, linguistic, and learning differences.

Feedback & Reflection

- Assessment promotes reflection and helps learners to understand how to monitor and take ownership of their own learning and achievement.
- **Learners are provided with actionable and specific feedback that helps them move forward with their learning.**
- Assessments are based on visible and clear criteria that are understood by the learners before engagement with it.
- Evidence is analysed collaboratively to identify trends and inform instruction.

**Foundational standard for year 1 focus in blue*

Last updated: June 2024

3.5 SENIOR SCHOOL PURPOSE, AIMS & OBJECTIVES

3.5.1 Senior School Purpose

The purpose of the Senior School is to provide an environment of mutual respect and co-operation in which our students may successfully achieve the transition from adolescence to adulthood. We are aware that for many students the Senior School provides the final year of schooling. We need to develop those skills and attitudes that will equip them for their adult life. In particular, we wish to see well balanced individuals who are ready for higher education and full-time employment in whatever culture they go to.

3.5.2 Senior School Aims

Our programme, though primarily academic, offers a wide range of opportunities for creativity, sport and service to the community. Within this context students of varying abilities and aptitudes will be encouraged to develop to the full their intellectual, social, moral, physical, creative and emotional and potential.

3.5.3 Senior School Objectives

Our aims and purpose will be achieved when our students leave us:

- capable of independent critical thinking, problem solving and reflection on their knowledge and experience.
- knowing how to learn and how to reach conclusions about people and their achievements, their languages and literature, and the ways in which social and scientific influences affect our environment.
- with a respect for the cultural heritage, and beliefs of others; with an ability to communicate effectively in at least two languages with those from other cultures and, in particular, those of the host country.
- with a concern for the state of environment, both local and global, and a concern for the awareness of its effect on our quality of life.
- with a concern for human rights.
- with a concern for those in need.
- able to co-operate with others to achieve a common objective.
- able to accept responsibility for their own actions and the effect those actions have on other people.
- able to exercise moral judgement.
- having maintained an active and healthy lifestyle through physical activity.
- with an appreciation for the arts and capable of independent creative endeavour and self-expression.
- aware of their emotional nature and potential with the self-awareness required to build on personal strengths and overcome weakness.
- having the qualities of reliability, independence, perseverance and energy.
- able to make constructive use of available advice to make decisions about their future careers.

4.0 SCHEDULE

4.1 THE SCHEDULE

The schedule runs on a 2-week cycle with the weeks designated Week A and Week B. Lesson lengths are mostly 55 minutes as this gives the best balance considering the frequency of class meetings and the length of planned teaching activities. Every second week students have a lesson with Year Advisors as part of the pastoral programme. Every second Week B (i.e. once every 4 school weeks) students are dismissed on Friday at 14:00 (Early Release). Teachers will be using these afternoons to further develop professional practices which benefit students.

4.1.1 Monday - Friday

Please see below for the Senior School timetable structure:

Activity	Grade 9-12
Welcome - All buildings are open and available to students	08:30 to 09:05
Homeroom	09:05 to 09:15
Lesson 1	09:20 to 10:10
Lesson 2	10:15 to 11:10
Break	11:10 to 11:30
Lesson 3	11:30 to 12:20
Lesson 4	12.25 to 13:20
Lunch	13:20 to 14:15
Lesson 5 §	14:15 to 15:05
Lesson 6 §	15:10 to 16:05

§ These do not take place on the Early Release days (two Fridays per month).

4.2 STUDENT RESPONSIBILITIES

4.2.1 Basic responsibility

Students are expected to attend every lesson and to be punctual.

4.2.2 Sickness

The student is responsible for all work missed and must make it up in reasonable time, usually equal to the number of days missed. Failure to do so may result in no credit for the work missed. Should a test or quiz be set or taken during an absence, it is the student's responsibility to arrange a make-up time with the teacher. Absence from lessons, during the day because of sickness, must be verified by the school nurse.

4.2.3 Anticipated absence

It is important that students are able to keep up with their academic work. The student is expected to collect an absence form from the Attendance Secretary and to have it fully completed and submitted. The student must speak with the relevant teachers to identify the required work and negotiate a completion date. Failure to do so may result in no credit for the work missed.

4.2.4 Late arrival at school

All students are expected to arrive on time for the beginning of morning homeroom at 9:05. Students who arrive after this time will be counted as 'late' unless they can provide reasonable excuse, for example: school bus arriving late, public transport failures, medical appointments for which advanced notice is received. Students who arrive after 09:15 must sign in at the Guidance Office and report immediately to class. An email message to absences.srs@mis-munich.de from a parent explaining the lateness must be received by 9:00.

4.2.5 Lateness to Class

Students should be in class on time. Lateness unrelated to appointments or illness during the school day will be handled directly by the classroom teacher unless the lateness is repeated.

4.2.6 Leaving early

Apart from the exception for grades 11 and 12 detailed below, students are expected to stay on campus within the defined boundaries during the school day. Students may only leave early if:

- Advanced notice is received from a parent, preferably the day before, giving a brief explanation and stating the time at which the student may leave.
- The School Nurse determines that they are too sick to remain at school.

Students must for reasons of legality, safety and security sign out at the Guidance Office immediately before leaving.

4.2.7 Grade 11 and 12

Grade 11 and 12 students have the privilege of leaving school after their last class of the day provided that:

- Submitted parental permission has been received (a link to the permission form is emailed to parents at the beginning of the school year). This permission is valid for the whole school year.

- The student signs out at the Guidance Office before leaving campus.

The Principal/Assistant Principal has the authority to withdraw the sign-out privilege if it is abused or misused.

4.2.8 Students on campus after 16:05 hrs

Students may stay on campus after 16:05 hrs provided they are under direct teacher's or appointed coach's supervision. Spectators of matches/competitions are exempted from this, provided the coach/teacher is in agreement.

4.3 PARENTAL RESPONSIBILITIES

4.3.1 Basic responsibility

When a student is unable to attend school, it is the responsibility of the parents to inform the school at the latest by 9:00 a.m. by email: absences.srs@mis-munich.de

4.3.2 Permission slips and absence form

Permission slips for field trips and absence forms must be signed by a parent or guardian.

4.3.3 When parents are away

Parents who are away must notify the school of the length of absence and provide an emergency number and contact details of the person responsible for their child.

4.3.4 Students living here without their parents

Parents whose children are attending the school whilst they live elsewhere must notify the Senior School. The school requires the following information:

- The legal guardian's name, address, telephone numbers
- The parents' address and emergency contact numbers
- Details of the relevant Health Insurance Company.

4.3.5 Students over 18

- a) For safety and security reasons all students, regardless of age (even above 18), will have to ask their parents/guardians to sign documents and forms when required.
- b) MIS requires that a parent or guardian must report absences to the school. This also applies to students above the age of 18.

5.0 STUDENT ATTENDANCE

5.1 SCHOOL EXPECTATIONS

For the **2025–2026 school year**, MIS will include **attendance information on student report cards**. This is part of our commitment to transparency and partnership in supporting your child’s learning journey. The report will reflect:

- **Absences:** All absences, regardless of the reason, will be reported. Students missing more than 3 hours will be marked absent for the full day; those missing 1–3 hours will be recorded as absent for a half day.
- **Late Arrivals:** Students arriving after 9:05 and signing in during the first hour will be marked as late. Late arrivals caused by a delayed MIS school bus will be recorded as 'present' rather than 'late'.
- **Early Departures:** Students who sign out in the last hour of the school day, this will be noted as an early departure.

We greatly appreciate your continued partnership in ensuring your child’s consistent presence at school. Together, we can help them make the most of every learning opportunity.

Regular attendance at school and active involvement in lessons is an integral part of the learning process and contributes to student success.

If frequent absence from school becomes a concern, parents will be contacted by either the Attendance Secretary, a Senior School counselor or the Assistant Principal and a meeting will be organised to discuss the issue.

An attendance rate of below 90% and poor achievement grades (less than 4) or poor effort grades (less than satisfactory) will lead to a meeting with the School Principal where the students’ promotion or graduation will be determined.

- A student in grades 9 or 11 will not automatically be promoted to the next grade if they miss more than **20** days of school in the academic year.
- A student in grade 10 will not automatically be promoted to the next grade if they miss more than **15** days of school in the academic year.
- A student in grade 12 will not automatically graduate if they miss more than **15** days of school in the academic year.

Any student who falls into the above categories will have their case thoroughly reviewed by the administration.

SCHOOL SPONSORED TRIPS

In addition to participating in trips that are a required part of the curriculum, students may normally miss up to **10** days per school year to participate in school-organised competitions, tournaments, athletics events, arts and other extra-curricular trips. This is provided they:

- maintain an achievement grade of at least 4 (satisfactory)
- maintain an effort of at least A (acceptable)
- demonstrate their commitment to their academic work by completing an absence form and handing it in at the Senior School Office by the latest at 14:00 on the day prior to the trip.

Grade 12 students are discouraged from participating in any trip up to four weeks before any external exam. Exceptions may be allowed by the administration.

5.1.1 How to report absences

- Parents must contact the Senior School by email to absences.srs@mis-munich.de at the **latest by 9:00 a.m. on the first morning of absence**, stating the reason and expected dates of absence.

An absence is treated as **unexcused** if:

- No communication is received from a parent or guardian.
- The Senior School Principal, on considering the circumstances, deems the absence as unexcused.

The above may be waived by the Senior School Principal in exceptional circumstances.

CONSEQUENCES OF UNEXCUSED ABSENCES

- Teachers will be advised that they are not obliged to assist students to make up work they have missed.
- Students who miss tests/quizzes will not be given opportunities to make up this work.
- Internal MIS assignments (summative):
Assignments handed in late because of an unexcused absence will receive feedback related to the relevant criteria and achievement levels but will not contribute to the mid-year or end of year grade.
- IBDP Internal and External Assessments:
 - A draft received after the deadline will not receive feedback
 - Work submitted after the deadline will be referred to the IBDP Coordinator and/or Assistant Principal. This may result in
 - Receiving '0' for the coursework
 - Failing the examination and/or a component
 - For grade 12 students – failing the IB Diploma

5.1.2 Absences

ILLNESS

If it has been necessary to visit a doctor for the student's illness, please email a note from the doctor to absences.srs@mis-munich.de that states when your child may return to school, as well as the type and length of time for any activity limitations. A doctor's note is required whenever a student misses a summative assessment.

If a doctor was not seen and the student should have limitations placed on an activity or requires some treatment by the School Nurse during the time the student is at school, please include this information in your email.

MEDICAL APPOINTMENTS

Medical/dental appointments should be scheduled outside of school hours or during school holidays. If a student has to attend a medical/dental appointment during school time a medical note must be submitted to the Attendance Secretary in the Guidance Office. Failure to do so may result in the absence being treated as unexcused (see above).

FAMILY VACATION

The school publishes the dates of the school year in advance so help families plan ahead and minimize disruptions to learning. Where parents deem it unavoidable, at least one week's notice is required by the submission of a completed "Notification of Student Absence" form which can be obtained in the Guidance Office. These absences are not condoned by the school therefore any work that would be missed must normally be done in advance. Failure to do so may result in 0 credit for the work missed.

RELIGIOUS HOLIDAYS

The school allows students to take time off for recognized religious holidays. The rules for an anticipated absence (see “family vacation” section) apply in this case too.

NATIONAL HOLIDAYS

Students may not take time off for national holidays and will not be excused should they do so.

ABSENCE AT THE END OF THE SCHOOL YEAR

Please note that, as students in grades 9 and 11 are in the first year of two-year courses, classes continue until the last day of the year. This includes the period after the end of year exams when curriculum related trips and projects (such as the IB Diploma ‘group 4 project’) are undertaken.

Grade 12 students have a last day of classes in April before going on ‘study leave’ during their exam period. Following their exams and work experience, Grade 10 students must return to school for the last week of the school year.

When parents plan that their child is absent for the exam period, there is no automatic requirement for teachers to set exams earlier than scheduled.

Students who miss exams through sickness may have the opportunity to sit the exam on their return to school providing that there is sufficient time to allow for this to happen before the end-of-year grades are due, and providing a doctor’s/medical note for the entire absence has been provided.

SICKNESS - FEELING UNWELL- DURING THE SCHOOL DAY

A student who feels unwell during the school day must visit the Nurses Office. If the student is in class, they must request permission from the teacher to visit the Nurses Office. The teacher will write a note stating the time the student left the class, to give to the Nurses Office. Students are expected to return to class immediately after leaving the Nurses Office.

NEEDING TO GO HOME

If the School Nurse judges that the student should go home because they are unwell, or have had an accident at school, the parents will be informed. Students will not be released early from school unless a parent or guardian can be contacted. With parents’ co-operation, arrangements for transportation will be made as soon as possible. If students require a visit to the doctor due to an infectious illness, a medical certificate needs to be obtained stating that they are free from infection and are allowed back on campus.

ACCIDENTS AT SCHOOL

Where an accident at school requires immediate medical treatment, the School Nurse will provide the necessary first aid and arrange for the medical services to be called. School administration will be informed straight away and parents at the earliest practical opportunity.

ACCESS TO ABSENCE INFORMATION

A student’s attendance record can be accessed on the parents’ ISAMSs account on the parent portal. Additionally, parents are emailed if their child has an unexcused absence record. Absences will be assessed against the minimum attendance requirements.

6.2 WHOM DO I CONTACT?

There are various channels for communication in the Senior 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.

What is it about?	Whom to contact
Academic concerns in a particular subject	The teacher of the class in the first instance. Subsequently, the Head of Department.
Reporting an absence	Attendance secretary
Extended illness or absence more than 3 days	Assistant Principal
General academic progress	Counselor
Course change requests	Counselor
Social or emotional issues	Counselor
Colleges and universities	Counselor
An urgent message for your son/daughter	Attendance secretary/Senior School Secretary
General questions about the curriculum	MYP or DP Curriculum Coordinators
Questions about particular subjects	Relevant Head of Department
Behaviour/discipline matters	Assistant Principal
External examination matters	Exams Office, Examinations Secretary
Unresolved matters to do with your child	Principal
Student life	Counselor
Health and safety matters	Principal

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 to arrange a phone call or meeting, as appropriate.

6.2.1 Communication Flow at MIS

Listed below are the guidelines for parents who wish to raise an issue of concern or a complaint regarding treatment of a student or the assessment of their work.

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

- a. MIS Faculty and Staff email addresses and phone numbers are in Section 6.1 Who's Who of the Handbook.
- b. Use the parent-teacher-student conference times for a scheduled meeting.
- c. Contact the subject teacher to make an appointment for a meeting.
- d. Contact the classroom teacher for educational issues regarding:
 - i. classroom behaviour
 - ii. assessments or classroom/homework expectations
 - iii. foreseeable absences and work that will be missed
- e. Contact the Year Advisor/Homeroom teacher for behavioural issues
 - i. Attendance
 - ii. Social and Pastoral care
 - iii. Integration in the school
- f. Contact the IB Middle Years Programme Co-ordinator for MYP issues:
 - i. IBMYP registration & e-assessments
 - ii. Inclusive arrangements
 - iii. Significant issues affecting student performance
 - iv. MYP results
- g. Contact the IB Diploma Programme coordinator for IBDP issues:
 - i. IBDP registration & examinations
 - ii. Inclusive arrangements
 - iii. Significant issues affecting student performance
 - iv. IBDP results
- h. Contact a counselor for:
 - i. Course selection & future plans
 - ii. Academic concerns
 - iii. Socio- emotional issues
 - iv. Assistance in dealing with a student's teachers.
- i. Contact the Assistant Principal for:
 - i. Course selection
 - ii. Behavioural Issues
 - iii. Academic performance concerns
- j. Contact the Principal for school issues
 - i. Admission and course selections
 - ii. Significant issues in student life
 - iii. Teacher related issues

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

- a. Teachers → Heads of Departments for curriculum issues
- b. Teachers → Assistant Principal for behaviour issues
- c. Head of Department → Principal
- d. IB programme coordinator → Principal
- e. Assistant principal → School Principal
- f. School Principal → Head of School

2. Parental communication with the IB
 - a. Parents should address any IB issue directly with the programme coordinator or Senior school principal.
 - b. All parents are informed that any communication made directly to the IB, about any issue in the school, will be referred back to the programme coordinator at the school.

6.3 COMMUNICATION

6.3.1 Parent Portal & iSAMS calendar

This will be the principle means of enabling parents to keep up to date with activities in the Senior School.

6.3.2 Parent Principal Forums

These are five times a year. Dates are published on iSAMS calendar.

6.3.3 “Your Weekly Update”

Our Communications Department sends out a regular newsletter of information for the community sent out by email on Fridays. We encourage parents to check this on a regular basis as this is a major way of communication and information for parents and guardians.

6.4 REPORTING ON PROGRESS

6.4.1 Formal reporting

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

Mid-Year Report	Achievement grades, ATL comments (will appear on transcript).
End-of-Year Report	Achievement grades and ATL comments

In addition to the formal reporting, students and parents will have continuous real time 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’ attendance & participation is important and expected. They are scheduled twice a year in October and March. Students are encouraged to participate as well in these conferences with parents and teachers.

6.4.2 Other forms of communication

Teachers may, whenever necessary, complete a Behaviour or Academic Concern or a Commendation on ISAMS, in order to record a concern or to provide positive feedback. This facility allows teachers to communicate with parents between formal reporting periods to notify them about, for example, poor performance on a test, an important assignment not handed in, behaviour that is preventing students from learning, and also praise for excellent achievement and effort.

Parents should initially contact the relevant teacher if they have questions about their child's work or progress. See section 6.1.4 for contact details.

In addition, parents should feel free to make appointments to meet with teachers, Heads of Department/Curriculum Coordinators, Counselors, Assistant Principal or Principal as problems or questions arise.

Parents will be contacted, usually by the Assistant Principal, if a meeting is required to address concerns with behaviour and or academic progress. At his meeting the students' Counselor will also attend, to help consolidate a plan to move forward.

6.4.3 Transcripts

A transcript is an official documentation of courses taken by a student. The Senior School transcript includes grades, courses and credits for courses taken at MIS during grades 9 through 12.

An official transcript with school stamp and an administrative signature affixed is used to inform other educational institutions (Senior Schools or University) of the official student record. This is an important summary of student academic achievement.

Any student leaving MIS who plans to return to a national system of education must check with the local authorities that a compatible transfer is possible.

Students cannot assume that they will be accepted into the school of their choice on leaving. MIS School records, transcripts and recommendations play a major part. These in turn, depend on students' academic achievement, participation, attitude and effort.

7.0 OUR VALUES IN ACTION: MIS' STUDENT CONDUCT GUIDE

7.1 AN ENVIRONMENT FOR LEARNING

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

7.1.1 Your Rights and Responsibilities

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

Your Rights	Your Responsibilities
<ul style="list-style-type: none"> Students and families have the right to a safe, supportive, and enriching environment in which students can learn, grow, and feel safe. Students and families have the right to be part of a vibrant and exciting international community that creates and maintains diverse opportunities for learning, community, and mutual support. Students and families have the right to prompt, honest, and courteous communication with all MIS community members. Students and families have the right to have their concerns and questions heard and taken seriously. 	<ul style="list-style-type: none"> Students and families must, therefore, show respect for others, be kind and supportive in their interactions with all MIS community members, and avoid any behaviours that threaten or endanger other members of the MIS community. Additionally, students' behaviour must contribute to a classroom and school environment that enables all students to learn and thrive. Students and families must, therefore, participate in a welcoming and supportive culture of inclusion. This includes contributing time, energy, and resources to support school activities and programmes. It also entails refraining from all discrimination, bullying, and identity-based exclusion. Students and families must, therefore, communicate in a prompt, honest, and courteous way with all MIS community members. Students and families must, therefore, be willing to listen to concerns and questions and to take these seriously.

<ul style="list-style-type: none"> • Students and families have a right to be treated with dignity and respect. • Students and families have the right to a smoke-free and drug-free school environment. 	<ul style="list-style-type: none"> • Students and families must, therefore, treat all members of the community with dignity and respect. • Students and families must, therefore, abstain from possessing and using any tobacco or drugs on the MIS campus and at all MIS events and trips.
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7.1.2 Forbidden Behaviours

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

1. **Drugs:** Possession, use, and/or distribution of alcohol, tobacco, cannabis, e-cigarettes, vape materials, and any illicit drugs by students on campus, on school trips, and at any MIS-sponsored or affiliated events are forbidden.
2. **Bullying:** Discrimination, bullying, mobbing, threatening, and other forms of exclusion and denigration of other persons are forbidden.
3. **Weapons:** Possession, use, and/or distribution of weapons of any sort, including knives, swords, firearms, and any substances or materials intended to cause harm to another human or animal are forbidden. It is also forbidden to bring fake or toy weapons to school, including toy guns, fake knives, and other items that could be mistaken for weapons.
4. **Vandalism:** Intentionally or neglectfully causing damage to property of the school, of employees of the school, or of students or visitors to the campus is forbidden.
5. **Theft:** Taking, moving, or damaging property that is not the student's own is forbidden.
6. **Fighting:** Both physical and verbal fighting are forbidden. Students must deal with conflict situations in a productive and peaceful manner.
7. **Digital misbehaviour:** Students must use the electronic resources of the school (devices, networks, and systems) in a respectful manner aligned with the school's values and mission. Any harassment, theft, or other illicit behaviour online is as unacceptable as similar behaviours in the physical realm.
8. **Reputational damage:** Students whose behaviour causes or could reasonably cause reputational damage or disrepute to the school may be subject to consequences, including termination of their school contract.
9. **Disrespect and non-compliance with directives:** School employees must provide directions to students in order to guide activities and behaviours at school. Students must always follow the directives of teachers and other school employees. It is forbidden for students to disregard instructions or otherwise to disrespect teachers and other school employees.
10. **Dishonesty:** Trust is the foundation for a productive relationship among students, families, and the school. Lying and misrepresenting or hiding the truth are unacceptable. Academic integrity requires students to disclose all use of external resources and to give credit for ideas, information, thinking, and creative work to the original author or creator.

7.1.3 Disciplinary Measures

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

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

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

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

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

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

Additional notes:

- Expectations regarding families who join MIS:
 - Contribution of time and participation
 - Contribution of money / participation in fund-raising
 - Reporting on follow-up relating to misbehaviour
 - School absences
 - Student attendance (expectation that students attend every school day)

7.2 BEHAVIOUR EXPECTATIONS FOR TECHNOLOGY DEVICE USAGE

Guidelines for Learning Technologies

- Ensure to have backup copies of all files and documents on Microsoft 365 Cloud as this will prevent data loss
- Come to school with a device that is charged enough for a full day of schoolwork
- Never leave your machine unattended. Store in your school locker when you are not using it
- Only use devices in class when directed by the teacher to do so

- If you have issues to connect to the school Wi-Fi, the IT helpdesk will attempt to support you, but you may have to bring your device to a computer repair shop as we cannot fix all devices here on campus, and having a connected device is your responsibility
- Keep your password private and secure, and you must not tell your friends and/or share passwords
- Keep a healthy balance of non-screen time and screen time

7.3 ACADEMIC INTEGRITY

7.3.1 Expectations

Please see Academic Integrity Policy & Procedures Academic: [Academic Integrity Policy](#) then go to: Senior School / Documents & Resources / IB Policies

7.4 STATEMENT ON SHARING DISCIPLINE INFORMATION WITH UNIVERSITIES

Honesty, respect and integrity are highly valued principles at MIS and are major facets of student life at universities around the world. It is expected that integrity is present throughout every student's application and admissions process. Increasingly, universities are requesting information about student disciplinary records. MIS may report serious breaches of community standards, potentially harmful patterns of behaviour and other information which the guidance counselors believe to be important for universities to have when considering a student for admission or enrolment. This includes matters that occur or become known even after the student has been admitted to a university.

7.5 THE CAMPUS BOUNDARY

Students are expected to stay within the campus boundary during school hours unless they have permission to leave campus and/or have signed out. Students are informed about the campus boundaries. A map of the boundaries is posted at the Senior School Office.

7.6 DRESS CODE

7.6.1 Overall

Students are expected to dress in a way that shows respect for and sensitivity to others. Clothing should be clean, comfortable and neither distracting nor liable to cause offence. Students should dress for work as opposed to for effect.

Styles of dress that may cause offence or embarrassment and/or are inappropriate for our school environment include:

- clothing with offensive writing, logos, symbols or pictures (including those that promote drugs, alcohol or smoking)
- the exposure of underwear
- an inappropriate amount of bare flesh on display including mid-riffs and cleavage

Please also see section on Behaviour Expectations.

Teachers and counselors should, in the first instance, speak to students who they consider to be inappropriately dressed by drawing their attention to the Dress Code: example: “Are you sure you are keeping to the dress code? I don’t think you are.” In case of a repeated instance, the student should be referred to the Assistant Principal or Principal.

In cases of inappropriate dress, the student will be expected to change clothing or cover-up with items borrowed from friends or the Senior School Office. For serious or repeated breaches of the dress code a letter will be sent to the parents. Disregard for the dress code - having to be told too often or not wearing change / cover-up items - will result in internal suspension.

7.6.2 Specific to Physical Education

GRADES 9, 10 AND 11

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 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 performance in this course.

8.0 ACADEMICS

8.1 APPROACHES TO LEARNING (ATL)

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 Senior School 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 the MYP and DP programmes and prepare them for further success.

8.2 COURSE PLACEMENT AND COURSE CHANGES

8.2.1 Course selection

9th and 10th grade students are expected to have a full programme of instruction of up to 10 subjects. Students in grade 8 at MIS make their course selections in March/April following an information evening for parents and a student assembly.

11th and 12th grade students normally take 7 academic subjects plus 1 Friday afternoon elective. Students in grade 10 at MIS make their course selections for grade 11 following an information evening for parents and a student assembly in January. Students (and possibly parents) will meet with the Senior School Counselors for course selection guidance.

Courses and relevant prerequisites are listed and described in the documents *Grade 9/10 Curriculum* and *Grade 11/12 Curriculum booklets*. Students who do not meet prerequisites may sometimes be admitted to a course by the Administration on a conditional basis.

8.2.2 Conditions for entering the IB Diploma Programme

Students will automatically be admitted to the full IB Diploma Programme if they have met the prerequisites for their selected subjects. Students who have not done so may sometimes be admitted by the Administration on a conditional basis (for details of the IB programme please see the booklet “*Grade 11/12 Curriculum*”).

8.2.3 Course and Class Changes

Requests for a change from one class to another are received for the reasons listed below. In each case the procedures are stated.

A. Academic reasons:

- In the first weeks of the school year students in grades 9 and 11 are able to 'drop-and-add' courses, for example a change from Spanish to Drama, by following the course change process as long as places are available in existing classes. Since two-year programmes are operated in grades 9/10 and 11/12 course changes are less likely to be requested by students at the beginning of grades 10 and 12; in the event students should talk to the counselor.
- A change from a class at one academic level to a class at another level in the IB Diploma programme, for example from Standard Level Biology to Higher Level Biology, will be considered by the counselor and the relevant teachers and Head of department.
- When different levels are offered in a subject, for example Math Advanced, Mathematics Extended and Mathematics, recommendations will be made by teachers for movement between the levels based on assessment data.
- Where there are courses which are aimed at different levels of ability and of exposure, such as with English A & B and German A & B, the placement of students is decided with reference to the student's experience and ability in the language as well as to the programme requirements. Changes in placement can be considered according to the student's progress supported by assessment data.

B. Social reasons:

- As an internal school process, where there are parallel classes the movement of students between groups will be considered by teachers, HoDs, Counselors and the Assistant Principal if it is felt to be beneficial to the social, cultural and gender balance of the groups involved as well as being in the interest of those students moving.
- A request from students or parents for a student to be moved from one class to another in order to be with a friend or friends will not be approved unless there is an associated and significant academic reason.

C. Teacher-based reasons:

- Requests for a change of class for teacher-based reasons are not approved. However, the reasons will receive full consideration in order that any issues can be attended to by the relevant personnel.
- Reasons that are related to the relationship between student and teacher will be referred, in the first instance, to a Counselor. The role of the Counselor is to work with the student and teacher in support of their relationship. If it is not possible to reach resolution at this level the matter may be referred to either the Assistant Principal or Principal.

8.2.4 Course Change ('Drop-and-Add') Process

During the first weeks of a course a student may, with parental approval, change subjects provided space is available in the desired class. This must be done by application to the relevant Counselor. After this three-week grace period, students should first meet with their Counselor to discuss the proposed change and obtain a course change form to complete. After a process involving discussions among the student, teachers, parents and, where appropriate, the Head of Department, the Counselor

will decide whether or not to recommend the change to the Assistant Principal who is responsible for ratifying it.

Course changes may also be initiated by a teacher or Head of Department. The same course change form is completed to ensure the involvement of all relevant parties.

Please Note: Changes only come into effect once a new schedule has been issued to the student and/or uploaded in iSAMS.

8.3 GRADUATION REQUIREMENTS

8.3.1 The MIS Diploma

As a NEASC accredited school, our MIS diploma is recognised as equivalent to a high school diploma in the US or Canada, and thus by many universities worldwide as sufficient for entry. In order to graduate from MIS and to receive the MIS Diploma, a student must spend at least Grade 12 at MIS and have successfully completed four years of High School (Grades 9-12), fulfilling the minimum requirement of 24 credits. The minimum credit requirement is made up as follows:

Subject Area	Years of Study	Credits
English	4	4
Mathematics	3	3
Individuals & Societies	3	3
Sciences*	2	3
Second Language	2	2
The Arts/Design/PE	2	2
Additional Credits		7
Total		24

*As MIS offers extended science in 9th and 10th grade, three or four credits can be achieved in two years.

Additional credits can be earned in the following ways:

1. Students select additional courses from the areas of Individuals & Societies, Sciences, Languages, Arts, Design and MIS electives (1 credit per year).
2. Grade 10 students who successfully complete their MYP Personal Project and the Interdisciplinary assessment (with a grade 3 or above) will earn 0.5 credit for each.
3. Students gain 0.5 of a credit if they successfully complete two of the following elective courses in grade 11: Model United Nations (MUN), Teen PEP (Prevention Education Programme), Business@School, Physical Education, Creative Film, Designing Your Future (applies to any destination/career direction, Makers' Space, Creating Art. Some courses are available to grade 12 students (*descriptions are in the curriculum handbook*))
4. Students participating in Theory of Knowledge for two years with a passing grade will earn 1 credit.
5. In addition to obtaining minimum credit requirements, all students are required to satisfactorily complete Creativity, Activity and Service (CAS) requirements for graduation.
6. All enrolled students must maintain a minimum course load of five courses per year regardless of accrued credits, unless participating in a Principal approved work-study.

Explanatory Notes:

- All courses graded with either a number or SP (Satisfactory Progress) may be used for credit towards the MIS Diploma.
- One credit represents the successful completion of a full year of study in a subject covering 3 –4 hours/week with at least an end of year grade of 3. An example: 1 year of study in English can result in 1 credit.
- Credit from high schools other than MIS, grades 9-12, is granted on the basis of the identity of the class content, requirements and time spent in class in the school from which the student comes, as compared with the course requirements and the time spent in class at MIS. This is usually determined on an individual basis.
- English as an Additional Language (EAL) courses may fulfil English requirements. Dual credit for English and EAL is not given. Multiple EAL courses receive one credit in any given year toward graduation.
- The Second Language requirement for the MIS Diploma can be met by taking a minimum of two years in one Language B other than English or a second Language A.
- German Language courses are compulsory for Grades 9 and 10.
- In Grade 11 all students must satisfactorily complete two Friday afternoon electives.

Note: *The above requirements may only be waived or amended on an individual basis with approval from the Senior School Principal or Head of School*

8.3.2 Certificate of Attendance

Students who have attended MIS in at least grade 12 but do not fulfil all the requirements for the MIS Diploma will receive a Certificate of Attendance at the school leaving ceremony.

8.4 GRADING

8.4.1 The academic achievement scale

The basis for the academic achievement grade is the teacher’s evaluation of the quality of a student’s performance in a subject. A student must achieve a grade of at least 3 in order to receive credit for that subject. For courses and assignments and the report card grade the following 1 – 7 scale and descriptors apply in grades 9 through 12.

ACADEMIC ACHIEVEMENT SCALE AND DESCRIPTORS

Number Grade	Academic Descriptor	Enhanced Academic Descriptor
7	Excellent	A consistent and thorough understanding of the required knowledge, concepts and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality

6	Very Good	A consistent and thorough understanding of the required knowledge, concepts and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight
5	Good	A consistent and thorough understanding of the required knowledge, concepts and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight
4	Satisfactory	A general understanding of the required knowledge, concepts and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation
3	Mediocre	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge, concepts and skills and is only able to apply them fully in normal situations with support
2	Poor	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge, concepts and skills, and is unable to apply them in normal situations, even with support
1	Very Poor	Minimal achievement in terms of the objectives

8.4.2 Additional nomenclature

- SP** Satisfactory Progress
IS Improving Slowly (For EAL students only)
UP Unsatisfactory progress (no credit given)
W Withdrawal from a course (credit to be decided by the Guidance Office)
ME Medically Excused

8.4.3 Formal reports

1. Two reports for all students Grade 9-12
 - Mid year report / - End of year report
 - a. The Mid Year report will include
 - Achievement grades / - ATL comments
 - b. The End of year report will include
 - Achievement grades / - ATL comments
2. Mock exam report for Grade 12 (March)

8.4.4 How students in Grade 11 are graded

1. The final grade for all students in Grade 11 will be based upon summative assessments done in class and home assignments (classwork and course work.)
2. The tasks are marked on a 1-7 basis against the generic subject descriptors/and or task specific criteria.
3. If a student fails to do a substantial part of the summative assessments, the grade should be lowered accordingly.
4. The end of year exams should be weighted at 15-20 %.
5. Internal Assessment drafts are to be summatives (for the MIS grade).

8.4.5 How students in Grade 12 are graded (MIS Grade)

The final grade for all students will be based upon the following work done in 12th grade:

1. Summative assessments done in class and home assignments (classwork and course work.)
The tasks are marked on a 1-7 basis against the Generic subject descriptors/and or task specific criteria.

If a student fails to do a substantial part of the summative assessments, the grade should be lowered accordingly.

2. IB Internal Assessment drafts.
3. IB Internal assessment final submission.
3. Work submitted to the IB for External Assessment in some subjects during the 12th grade, e.g. TOK essay, Group 6 external assessment.
4. The mock exam is diagnostic and a practice for the final, externally assessed, exam and should not be weighted higher than other major assessment (and should not count for more than 20% of the MIS Grade).

Mock Exam results are reported to parents and reviewed by the Assistant Principal, IB Diploma Coordinator and counselors so “at risk” students can be identified and supported.

5. Students not being externally assessed by the IB are not required to sit a final assessment in May. This way they are assessed for the MIS in a similar way as IB Diploma students.

8.4.6 Predicted Grade (University) – Grade 12

1. Students will be informed by Counselors what the total Predicted Grade (PG) is, but not the PG in individual subjects.
2. A Counselor may communicate a subject PG to a student if that particular subject PG is a requirement for university entrance.
3. Information about PG to students is only to be communicated by Counselors. Students may not approach individual teachers to ‘discuss’ the PG

8.4.7 Grading Regulations for EAL Students

Beginning and intermediate level EAL students who have been placed in courses which are particularly challenging relative to their proficiency in English may receive an SP (Satisfactory Progress) IS (Improving Slowly) or UP (Unsatisfactory Progress) instead of a 1-7 grade. This allows them time to learn new vocabulary, develop more skill in reading and writing and to adjust to the style of the classroom teacher before having to earn 1-7 grades. Teachers working with EAL students attempting the MIS Diploma can use this option in consultation with the EAL department.

The following guidelines are used in assessing EAL students:

- Teachers use the EAL student list, which is sent out at the beginning of the school year, to determine which students in their classes need differentiated assessment. Non-native English speaking students who are taking EAL because of limited proficiency in English qualify for differentiated assessment.
- Students receive time and a half to complete internal exams and tests in mainstream classes. The EAL teachers help with supervision during these times.
- Students use translation dictionaries during internal examinations in mainstream classes (except for language testing).
- Teachers provide support during internal examinations by rewording/rephrasing exam questions which may otherwise be difficult for the second language students to interpret.
- Mainstream teachers may use progress grades (SP-Satisfactory Progress, IS-Improving Slowly, or UP- Unsatisfactory Progress to indicate achievement for those EAL students whose English is below the level at which they can be successfully peer competitive. (Please refer to the section on Grading Policy for EAL Students for more information.)
- Mainstream teachers use rubrics selectively to indicate achievement for EAL students. For example, teachers may choose not to mark the student on a certain criteria if the student is not ready to be assessed using all of them. Teachers may choose to leave the rubric completely blank and write in comments indicating progress and noting the fact that the student's English is not sufficiently developed in order to enable them to be assessed using the rubric.
- Mainstream teachers and EAL teachers consult in determining how best to differentiate for and assess EAL students' work. EAL and mainstream teachers monitor the students' progress carefully to determine when differentiated assessment in a particular subject is no longer required.

8.4.8 End of Year Grade

Teachers are required to provide an end-of-year grade for the student that is consistent with the application of the achievement levels used for the whole group. This can be based on summative assessments completed throughout the year without the exam. Whilst in exceptional circumstances the Principal may give dispensation from the exam, in general it is for the teacher to decide how the missing examination performance impacts on the year grade. The fact that a student misses an exam is likely to have some impact, but this may be more or less significant according to individual circumstances. At least, the final exam or assessment is an opportunity for a student to improve on their year grade and it must be noted that the opportunity is lost by their absence.

It is at the discretion of teachers to choose to set an exam early so that they can better assign an end-of-year grade.

Students who miss exams through sickness may have the opportunity to sit the exam on their return to school providing that there is sufficient time to allow for this to happen before end-of-year grades are due.

8.4.9 Reporting on Approaches to Learning (ATL)

At MIS, we have noticed that by having approaches to learning skills become an explicit focus for teaching and learning, students are beginning to take responsibility for their own development. Embedding these skills further into our reporting is additionally helping with student improvement.

Teachers are expected to build in regular reflection of learning and skills in teaching and learning during different stages of a unit of inquiry, in order to facilitate the student's ability to self-reflect.

Students are required to do a formal self-assessment on designated ATL skills to support their Mid-year report. They identify themselves and their competence using terms like the following:

- Novice/beginning— (observation)
- Learner/developing— (emulation)
- Practitioner/using— (demonstration)
- Expert/sharing— (self-regulation)

They also provide specific evidence and examples to support their selection.

Teachers will report bi-annually on ATL skill areas (mid-year report and end of year report). On the report card the achievement levels will be displayed and additionally ATL comments on strengths and weakness. Teachers consider the skills the students need to improve/ develop in order to support their learning further, as well as identifying the current strengths which are significantly contributing to their successes.

8.4.10 Awards

The following awards will be conferred at an Awards Assembly at the end of the school year:

- *Subject award*: 1 award per subject at grade level (determined by departments)
- The *ECIS Award*: for International Understanding: (nominated by the faculty and issued by the IBO headquarters) is presented to a grade 12 student at the graduation ceremony
- The Valedictorian and Salutatorian are recognised at the graduation ceremony

8.5 PROMOTION REQUIREMENTS

8.5.1 Grades 9 to 10, 10 to 11 and 11 to 12

- A) The Administration will deliberate upon the promotion of any student receiving grades of 1 or 2 in any subject area as well as any case where it is doubtful that a student will benefit from promotion. If so, the students will have to repeat the year.
- B) In some instances, a student's performance may not be at the level at which they would be likely to gain an MIS Diploma. In these circumstances a student may be asked to leave MIS.
- C) There are pre-requisites to be met for enrolment in IB Higher level classes (see Curriculum Booklets for further details).

8.5.2 Standards: grade point requirements

Students are expected to maintain at least a grade 4 average (GPA). Students who achieve lower than a grade 4 GPA will be subjects of concern and must show through their effort grades that they are working to the best of their ability in their courses. These students will be monitored.

8.5.3 Academic probation

A student may be put on academic probation if the student is not fulfilling the expectations of the school, for example a GPA of less than 4. Placement on academic probation may involve a restriction from participation in school activities, clubs, trips, drama productions and athletic teams not directly connected with class work.

Parents will be informed in writing if their child is on academic probation. Students may also be required to sign a letter of intent. The letter of intent will specify stringent conditions that the student must meet in order to remain at the school. Meetings will be held with parents and students during the academic year and students on probation will receive an additional interim report in April.

The school reserves the right to deny a student on academic probation the opportunity to re-register for the following year.

8.5.4 Academic monitoring

A student with poor grades, either in achievement and/or effort, will be placed on academic monitoring by the Principal and Assistant Principal in order for the student to improve. Parents will be required to meet to discuss the issue and will be informed in writing.

8.5.5 Promotion from Grade 11 to 12 (IB Diploma students)

A Diploma student in Grade 11 with failing conditions in the End of Year Report, will not automatically be promoted to sit Grade 12 within the Diploma programme. The student will be strongly recommended to sit a few of the IB courses (IB Course student instead of Diploma student) or not sit any IB exams at all (MIS Diploma student).

Failing conditions are:

- Less than 24 points overall
- A grade 2 has been awarded four or more times
- A grade 3 has been awarded four or more times
- There are fewer than 12 points in higher level subjects
- A grade 1 in any HL or SL subject

8.6 GUIDELINES FOR HOMEWORK/ASSIGNED WORK

8.6.1 General aims of homework

Homework becomes an increasingly important part of a student's academic responsibility as progress is made through the school.

The purpose of homework is:

1. To reinforce understanding and apply skills and concepts learned in the classroom.
2. To do extended, independent work for course assignments and prepare for assessments.
3. To foster the development of responsible study habits for lifelong learning.

8.6.2 Amount of homework

There is no formal homework timetable for Senior School students. Due to the number of different courses, classes and course combinations a more flexible system is in operation. Teachers are expected to be reasonable in their assignment of homework. Students are expected to take responsibility for managing their time. It is important that there are conversations between teachers and students about homework especially where issues arise. Students should speak to a counselor or the Assistant Principal when they feel that their overall load is not manageable.

8.6.3 Expectations of the Teacher

- To be clear in setting homework expectations so that students can more easily take responsibility for managing their time.
 - For significant tasks, to set assignments at least one week before the deadline. Generally, the amount of notice given should be in proportion to the importance of the task or the amount of time students are expected to spend on it. In subjects such as Maths and Languages where on-going reinforcement is important homework can be assigned for the next day as long as it is small enough in quantity.
- D)** To enter homework information to students on Toodle.
- To enter summative assessments on the assessment calendar and Toodle.
 - To publish the approximate timings of main assessments at the beginning of a semester.
 - To aim to use differentiated assignments.
 - To give extensions to students with legitimate reasons when possible.

8.6.4 Expectations of the Student

- To ensure that the details of the homework and its relevance to the course is understood.
- To manage study and leisure time so that assignments are submitted punctually.
- To speak with teachers about any difficulties in completing homework - before the work is due.
- To discuss work with a teacher if feedback on the work is unclear.
- To complete assignments missed during a period of absence. Students with excused absences are responsible for obtaining the missed assignments and negotiating individual deadlines upon return to school.
- To speak to a counselor or Assistant Principal if the homework load seems unmanageable or if there are other homework-related problems.

8.6.5 Expectations of the Parent(s)

Parents are encouraged to support their child(ren) in developing time management skills. Each child's needs differ, but general best practice is:

- To ask your child regularly about assignments and how they plan to complete them,
- To monitor students' behavior during on-line work time in order to coach students away from multi-tasking,
- To contact the counselor if you have concerns regarding homework.

8.7 SUBMISSION PROCEDURES FOR ASSESSMENTS

Managing academic work and successfully meeting the expectations and deadlines for assessments requires students to develop good ATL skills of self-discipline and organizational skills. The submission procedures outline the schools' requirements and the expectations for teachers and students.

All assignments are due by the deadline in the requested format.

- Students who wish to apply for an extension for internal MIS assessed work must contact the teacher well before the due date. An extension may be given if the reasons are legitimate and in the best interests of the student.

Summative assessments:

Home assignments need to be submitted :

- To Toddle
- Submission deadline time is 23.00 (cannot be Fridays or Saturdays).
- IBDP Assessments (e.g. Internal Assessments): A Turnit-in-report has to be uploaded at the same time as the submission of the work to Teams/Toddle. Students should check in beforehand using Turnit-in as well.
- Grade 9/10: Students self-check on Turnit-in, teachers must check student upload for Turnit-in percentages.

Work submitted after the deadline will be accepted, or a retake for in-class assessments allowed, if:	Work submitted after the deadline without an official note Or If an official note is not provided to the office, for in-class summative then:
<ul style="list-style-type: none"> • A student provides an <u>official note</u> (medical, accident report, etc.) submitted to the Senior School Office, as early as possible upon return to school. • In extra-ordinary circumstances the Assistant Principal will arbitrate and make a decision. 	<ul style="list-style-type: none"> • Work may be submitted /completed for feedback only. • But will receive the lowest achievement level • This is likely to have an impact upon the effort and achievement grades. • Teachers will document the event and inform parents.

Formative assessments (where a deadline is set):

Work submitted after the deadline may be accepted:	Work submitted after the deadline:
<ul style="list-style-type: none"> • On the day of return to school if accompanied by a letter from a parent giving a legitimate reason. In this case the parent may be contacted. 	<ul style="list-style-type: none"> • Will impact on the effort grade. • Is still required to be submitted, • Will receive feedback with a justified lateness. • Will be documented and parents informed.

IBMYP (eAssessments) & IBDP Examinations :

Draft work of IB assessments must be submitted by the deadline:

- Late submission of drafts are to be reported to the IB Programme Coordinator and the Assistant Principal. The Coordinator will inform the parents.
- A draft received after the deadline, will not receive feedback, but a draft version must still be submitted about one week after the draft deadline.
- **Final work cannot be submitted if a draft has not been received.**
- May result in:
 - Receiving '0' for the coursework
 - Failing the examination and/or a component
 - For grade 12 students – failing the IB Diploma

Final version of IB assessments must be submitted by the deadline:

- Late submission of final versions are to be reported to the IB Programme Coordinator and the Principal. The Coordinator will inform the parents.
- A final version received after the deadline will not be submitted to the IB for assessment.
- **Final work cannot be submitted if a draft has not been received.**
- Will result in:
 - Receiving '0' for the coursework
 - Failing the examination and/or the component
 - Failing condition for the IB Diploma
- For more information about resitting a DP subject, please refer to the IB DP results process at MIS for the current year, published by March of grade 12

EXTERNAL DP EXAMS and MYP eAssessments

International Baccalaureate examinations are taken by grade 10 MYP students and grade 12 DP students during May. The dates and times are set by the IB and cannot be altered for to medical or other absences.

8.8 EXTERNAL EXAMS AND TESTS

International Baccalaureate examinations are taken by grade 10 MYP students and grade 12 DP students during May. The IB MYP Certificate is widely recognised and the IB Diploma is generally accepted by universities throughout the world as an entrance qualification.

For Grade 10 students that are absent for an MYP exam, some re-sits are only possible in May of the following year.

Further information is available in the:

* Grade 9/10 Curriculum booklet AND * Grade 11/12 Curriculum booklet

8.8.1 IB MYP Certificate

All students in Grade 10 will take the IB MYP eAssessments to attain the IB MYP Certificate at the end of Grade 10. A more detailed description of the e-Assessments is available in the Gr 9/10 Curriculum Booklet. The eAssessments are external exams and examination fees to the IB are covered by the tuition fee.

8.8.2 IB Diploma/Certificate

Students take these exams in May to attain the IB Diploma and/or IB Certificate at the end of Grade 12. A more detailed description can be found in the Gr 11/12 Curriculum Booklet. The IB exams are external exams and examination fees are covered by the tuition fee.

8.8.3 SAT – Reasoning Test

The SAT Reasoning Test is one of two college entrance examinations used by many colleges and universities in North America. It assesses how well you analyse and solve problems and contains two sections: Mathematics and Evidence-Based Reading and Writing. The digital SAT test is completed on student provided devices utilizing the Bluebook Application which can be downloaded in advance for practice online tests.

⇒ Registration is online at <https://www.collegeboard.org/>

Students usually take the SAT or ACT once in the spring of grade 11 and some may retake it in the autumn of grade 12.

8.8.4 ACT

The ACT is the other college entrance examination used in North America as part of the admissions process. The computer-based test is composed of four sections: English, Mathematics, Reading, Science and an optional Writing section.

⇒ Registration is online at <http://www.act.org/>

8.8.5 TOEFL

The Test of English as a Foreign Language (TOEFL) is generally required for students applying to college or university in North America who have been studying in English for less than 3 years. Some universities require TOEFL scores for all non-native English speakers. Munich International School does not offer the TOEFL, however, there is a test center in Munich.

⇒ Registration is online at <http://www.ets.org/toefl/ibt/register>

8.8.6 PSAT/ NMSQT

Preliminary SAT / National Merit Scholarship Qualifying Test is an exam offered at MIS in October. This digital test is primarily for grade 11 students as a practice test for the SAT in the spring. Grade 10 students may take it if they wish. Only American citizens are eligible for the National Merit Scholarship. In addition, a practice digital PSAT 8/9 test is offered to Grade 8 and 9 students in October. ⇒ Registration is through the MIS Guidance Office in later September.

8.9 INTERNAL ASSESSMENTS AND EXAMS

8.9.1 Summative Assessments

Students may normally be expected to take up to 2 summative assessments in one day. Occasionally, students may be required to sit three. However, if a student feels that taking three summative assessments in one day is too much, they should discuss this, in advance, with the teachers, the counselors or the Assistant Principal. Summative assessment dates are posted on Teams/Toddle.

8.9.2 Students in grade 9/10

Grade 9 students take an internal end of year assessment.

Grade 10 students are prepared for the May eAssessment exams in so called exam familiarization sessions in March.

8.9.3 Students in grades 11

End of year exams are taken in June as part of their courses, and these contribute significantly to the year grade.

8.9.4 Students in grade 12

All grade 12 students take an exam in February which, for those taking the IB Diploma or Certificates, is also a 'mock' or practice exam. Mock exam performance is reported separately but also counts towards the year grade. Students who are not taking IB exams in a particular subject will have an end of year exam or they can be given an appropriate end of course assessment tasks.

8.9.5 EAL Students

Students in EAL (English as an Additional Language) classes are eligible for the following additional support when it comes to formal assessments. In particular:

- Students receive time and a half to complete internal exams and tests in mainstream classes. The EAL teachers help with supervision during these times.
- Students use paper translation dictionaries during internal examinations in mainstream classes (except for language testing)
- Teachers provide support during internal examinations by rewording/rephrasing exam questions which may otherwise be difficult for the second language students to interpret.

8.10 EXAM PROCEDURES

8.10.1 Examination preparation

EXTERNAL EXAMS

Students in grade 12 are granted a short period of study leave immediately before IB Diploma examinations. During the exams, students are only required to be at school during their examination times. Teachers are, though, available at school to meet with students and answer any questions.

There is no study leave before the Onscreen e-Assessments in May in grade 10.

MID YEAR 'MOCK' EXAMS

During the exam period, grade 12 students are only required to attend when they have examinations.

END OF YEAR EXAMS – GRADE 11

During the exam period, students may be granted the privilege of attending only when they have examinations with prior parental permission.

8.10.2 General Procedures for examinations

1. ARRIVAL AT SCHOOL AND DEPARTURE FROM SCHOOL

- If you have only a morning exam, and you have permission to leave early, you must sign out. If you remain in school, you must attend the scheduled study rooms.
- Grade 11 and 12 only, if you do not have a morning exam and arrive late with permission you must sign in at the Senior School Office.

2. BE ON TIME!

- For morning exams, assemble outside the examination venue immediately **after homeroom**.
- For afternoon exams, assemble outside the examination venue at least 10 minutes before the scheduled start time. The afternoon start times vary so please check on your schedules.

3. DO NOT LEAVE BOOK BAGS IN THE ENTRANCES

- Put your belongings in your lockers to ensure that they are safe for the duration of the exam.

4. EXAM DURATION

- You **MUST** be in the exam room for the entire time shown; even if you think you have finished early, you **must not** leave until the end of the scheduled time.

5. EMERGENCIES

- **No one will be allowed to leave for any reason in the first hour of any exam.** If you desperately need to use the toilet do so before the exam or wait for at least

one hour! You will get not extra time if you must use the toilet. If you must go, raise your hand so the invigilator excuses you to go to the toilet.

6. PERMITTED MATERIALS

- You must bring only the writing equipment you need: blue or black pens for all written work, pencils and erasers, rulers, protractors, calculators as permitted (check with your subject teacher)
- You may bring a small bottle of water into the exam.

7. FORBIDDEN MATERIALS

- No drinks, other than water are permitted.
- You must not bring food, snacks, candy or gum into the exam room.
- No books, notes or other written material are allowed.
- White-out or correcting fluid is **not** permitted.
- No mobile phones, music players, electronic devices apart from calculators.

8. ENTERING THE EXAM ROOM

- Enter in an orderly, quiet fashion.
- There is a rule of silence in the exam room – do not talk to other students.
- Go to the seat as directed by the invigilator.
- Organize your materials as you wait for others to enter.

9. THE INVIGILATORS WILL START THE EXAM WHEN EVERYONE IS READY.

- As you get your exam paper, ensure that you have been given the correct exam paper- language, level, paper number. **Do not open the exam** until you are directed to do so.
- Page through the entire exam first - check to see that the exam is compiled correctly. If there is a page missing or poorly copied, raise your hand to call the invigilator.
- Make sure you know how many questions you must answer!
- It is recommended that you look over the entire exam to set your mind as to how to begin or which questions to choose if there is a choice. It is a good idea to spend about 5 minutes for reading time for all exam papers.
- It is suggested that you begin with the questions you feel comfortable answering first, then work to the more challenging questions. Pay close attention to the mark values (if given) to assist you in aiming your responses to the expectations.

10. DURING THE EXAM

- Make an honest attempt on every question you must answer. You get no points for blanks and no points are taken away if you are wrong.
- When you think you are finished, re-read and check over your work.
- You may raise your hand to call the invigilator if you need more paper.

11. ACADEMIC INTEGRITY

- You may not get up, turn around, talk, make disturbing noises or any form of communicating with others in the room. You may not borrow equipment from another student if you have forgotten something. You may receive ZERO for the exam if you do not follow the regulations accordingly.
- No form of cheating will be tolerated. Any unauthorized aids or cheat sheets will be confiscated, and your exam grade will be a ZERO. The invigilators will not discuss the issue with you.

12. END OF THE EXAM

- When the invigilator calls “stop writing, the exam is over”, you may complete a sentence but must then put your pen or pencil down.
- Check that your name is on each page and the papers are in the correct order.
- Collect your materials and wait to be dismissed.
- Do not leave until the invigilator has collected all the papers and tells you that you may do so! Take no paper out of the exam room.
- Follow the invigilators instructions for leaving the exam room and leave quietly. Do not talk until you have left the exam room.
- Remember that other students may still have exams so remain quiet around exam rooms.

9.0 STUDENT SUPPORT SERVICES

Please note: this section will soon be updated

The goal of the Student Support Services department is to support all students' development as they move through MIS by providing comprehensive programs addressing their needs in the realms of academic, personal/social, career and further education. We are committed to support the staff and our community in their endeavours to increase student achievement and personal development.

9.1 PASTORAL CARE

The pastoral care programme at MIS is delivered through the Year Advisor Programme, the Counselors, and the Assistant Principal, who meet with students in groups and as individuals.

Three counselors are available to meet with students and parents, serving as a resource for future planning including college/university advising, academic guidance, and personal concerns. They monitor student progress and meet with students as needed. Each counselor is responsible for a grade 9-12 cohort divided by Year Advisor Groups.

Students rely on counselor assistance for selecting appropriate courses, exploring post-secondary school options, and resolving personal conflicts. Parents and teachers may refer students to a counselor if they feel additional emotional or academic support is needed.

An important task for international school counselors is to assist students with transitions. Each August we welcome new students and their families through orientation activities. Each spring Senior School counselors work closely with the Middle School staff to ease students into the Senior School programme. We also support grade 11 and 12 students in preparation for life after MIS.

Parent meetings are offered throughout the year to maintain effective communication within the MIS community. Topics include an introduction to international transitions, explanation of the educational programmes, and information about the university application process. (*Detailed university guidance information can be found in The MIS Curriculum for Grades 11/12 document [section 7], available on the MIS website.*)

9.2 THE YEAR ADVISOR PROGRAMME

In homeroom groups of 20 to 23 students, the Year Advisors meet briefly every morning for administrative purposes and have one extended period with their students each week. The Year Advisors, Counselors, and Assistant Principal design the bi-weekly homeroom programme based on the MIS Educational Values and Goals, the IB Learner Profile, the MYP Areas of Interaction and the developmental needs of each student.

Mission:

As an exemplary English language, IB world School, MIS inspires students to be inter-culturally aware and achieve their potential within a stimulating and caring learning environment.

Educational Values and Goals:

First Tier:

1. Be curious and ambitious in setting their academic and personal goals
2. Demonstrate sound decision-making skills
3. Have opportunities to learn about other languages and cultures
4. Demonstrate ethical attitudes toward work and social relationships
5. Demonstrate personal values and respect for the values of others
6. Demonstrate self-understanding and a positive self-image
7. Adopt a positive and healthy life-style
8. Demonstrate common courtesy and civility in their interpersonal relationships

Framework and Focus:

	Healthy Relationships	Community Involvement	Career Education and Future Plans	Approaches to Learning	IB Learner Profile
Grade 9	Health Ed Community Building	C & Service School Assembly	Career Presentation (Pathway)	Goal Setting Mid - Grade Reflection	Knowledgeable Communicators Open Minded Balanced
Grade 10	Health Ed Community Building	C & Service School Assembly	Career Presentation (Pathway) Work Experience Interest Group Day IBDP Course Selection	Goal Setting Exam Preparation Personal Project Mid - Grade Reflection	Thinkers Communicators Risk Takers
Grade 11	Health Ed Community Building	CAS School Assembly	Career Presentation (Pathway) University Planning Future Planning	Goal Setting Keeping Organized Mid - Grade Reflection	Balanced Communicators Reflective
Grade 12	Health Ed Community Building Class Meetings	CAS School Assembly	University Planning Future Planning	Goal Setting Time Management Mid -Grade Reflection Meeting Deadlines Exam Preparation	Knowledgeable Communicators Reflective

9.3 ACADEMIC SUPPORT

The Academic Support programme assists students with documented learning disabilities or those who have difficulty accessing the MIS curriculum in grades 9-12. Students are assigned to an Academic Support class and receive progress reports and effort grades.

In addition to the Academic Support Strategies, students who have been diagnosed with a learning disability or other difficulty by a licensed educational psychologist may receive special accommodations such as extended time on tests and examinations, use of a word processor, reader, scribe, large print, or preferential seating. Students who do not attend Academic Support, but who qualify for special accommodations are placed on a Monitor Support Plan which is developed and implemented by the Learning Support department.

If a student has been evaluated, the Learning Support department must receive a copy of the report, which is placed in the students' file, before accommodations can be offered. Consult with your child's Counselor or the Academic Support Teacher regarding any questions about an educational psychological evaluation.

9.4 SPECIAL ACCOMMODATIONS FOR EXTERNAL EXAMINATIONS

Students who have been diagnosed with a learning disability or other difficulty by a licensed educational or clinical psychologist may also apply for special accommodations for external examinations (IBDP, MYP eAssessments, PSAT, SAT, or ACT).

If students would like to request special accommodations for any external examinations, they must submit a copy of their educational/psychological assessment report to the Whole School Learning Support Coordinator/and or Senior School Learning Support Teacher. If the copy is not in English, then an English translation must be provided.

Generally, students have to have been receiving the same accommodations in school that they are requesting for the external exams. It is important to check with the IB Coordinators, Academic Support teacher or Counselor about the timeline for applying for accommodations and for updating evaluations.

10.0 HEALTH AND SAFETY

10.1 HEALTH

MIS has three part-time nurses to cover the nurses' office during school hours. The nurses are available to provide first aid, evaluation of illness, advice and help to students, staff and are available for parents should they wish to discuss their child's health concerns regarding and any other health matters they may wish to discuss that impacts their child's school life.

10.1.1 Health Records

Records on student medical history and immunization status are collected from every student upon entry to the school. According to the vaccination calendar of the "Ständige Impfkommision - STIKO". (the German vaccination committee), the minimum recommended immunizations are tetanus, diphtheria, pertussis, polio, HiB, measles, mumps, rubella (MMR), Meningococcus, Hepatitis A & B, FSME (tick borne encephalitis). It is German law that all students MUST have two measles vaccinations and provide the school with proof. Failure of parents to provide proof of vaccination must be reported to the Local Health Authority and may result in a fine.

Records of school related injuries requiring medical care are kept for insurance purposes.

Records are maintained in the Health Office and considered confidential. Information will be shared with a child's teacher as appropriate.

Medical records are updated yearly at the reregistration process. If your child's health status changes throughout the year, it is the parents' responsibility to inform the Nurse's Office immediately and provide the Nurse with all relevant information. When a child leaves the school, any paper will be included in their final transfer records.

10.1.2 Visiting the Health Office

It is school policy, during class, students may obtain written permission from the teacher to visit the Health Office. Students should not go in between classes, they MUST inform their current class teacher. Students who do not have permission and there is no emergency, will be sent back to class to get permission.-The note from the teacher will state the time the student left the class, on return to class the time will be written by the health office.-Students are expected to return to class immediately after leaving the Health Office.

If students leave the campus due to illness/sickness or injury, the parents will always be contacted for permission to leave campus, and to arrange appropriate transport as necessary. If students require a visit to the doctor due to an infectious illness, it is important for the health and safety of the MIS community that the Health office is notified of any infectious disease that may affect other immunocompromised students and staff a medical certificate needs to be obtained stating that they are free from infection and be allowed back on campus.

10.1.3 Medication

Students with any long-standing conditions requiring daily administration of medication on campus should bring extra medication to the Health Office and come to the health office when required.

Students need a valid medicine consent form on file to receive non-prescription medication for pain relief. No aspirin preparations are used. This can be found on the Parental portal and should be updated at the reregistration process each year.

If your child needs specific medication during the day, it is important to coordinate the administration of medication with the school nurse and complete the relevant

"Parental Agreement Form" via the Parent Portal on the MIS website under forms and medical.

Parents should bring in their own medications - clearly labelled and in their original packaging if their child requires regular administration.

Please provide written information which includes:

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

10.1.4 PE / Sports

If a student is unable to participate in PE this must be communicated to the student's PE teacher in a letter with a reason for non-participation. If it is for a medical or health reason, then a doctor's certificate will be required.

10.1.5 Accidents Procedure

In the event of an accident occurring during the school day you:

7. If the injured student has to be seen by a doctor, the school nurse:
 - i) phone for an ambulance if applicable
 - ii) informs the relevant principal
 - iii) informs parents, who must arrange the transport of the student home, a doctor or hospital, as appropriate for medical evaluation as needed.
8. In the event of an emergency whereby the parents are unable to accompany their child the Nurse will:
 - iv) contact the relevant school office who will arrange for an adult to accompany the student if a guardian is unavailable and inform the parents of the nature of injury and where the student will receive further treatment.
9. As deemed appropriate by the nurse the student may stay in the Health office until the parents or guardian arrive.
10. A report of the accident is completed by the nurse and sent to the School's accident insurance (Bayerische Landesunfallkasse) within 48 hours of the injury once all relevant information and location of further treatment is obtained.
11. Should a student be injured at school, and it only becomes apparent later at home that the injury requires medical review, please notify the school nurse the following day.
12. A student who receives an injury during recess must report it to the teacher on duty. The teacher will then send the child to the school nurse, who will deal with the injury and complete the appropriate paperwork and contact parents if necessary.
13. After 17:00 (Fridays 16:00) the After School Activity Secretary initiates the above procedures. Please be informed that accidents happening to students at school, on the way to school, on the way back home or on official school trips, are covered by a certain student School accident insurance. This insurance covers all costs of school accidents, but only up to public health insurance medical fee. Private medical fees are not covered.

10.1.6 Food Allergies

Parents must inform the nurse and the cafeteria about their child's food allergy. All students identified with a food allergy, with potentially serious consequences, will have an Individual Health Care Plan through their doctor, parents and the school nurse. The plan will include preventative measures and emergency procedures in case of exposure.

10.1.7 Contagious Diseases

In the interest of the health and safety of the MIS community it is important that the Health office is informed if there is suspicion of a student having an infectious disease.

In any of the diseases such as those listed below, parents or teachers are to contact the health office. The health office has a duty to inform the health authority in Starnberg and also inform any immunocompromised members of the community. Parents must provide a Doctors certificate stating the student is no longer contagious and may return to school.

The school Nurse will provide parents with pertinent information about the contagious disease involved; such as symptoms means of transmission, incubation period, treatment, length of contagious phase and any appropriate additional information to raise awareness and minimise spread.

Aseptic meningitis / E. coli Diarrhoea / Hepatitis / Impetigo / Head Lice / Measles/ Mumps / Rubella/ Pinkeye/ Ring worm / Scabies/ Scarlet Fever / Streptococcal throat infection / Tuberculosis / Whooping Cough / Chicken Pox / German Measles / Coronavirus / Glandular fever etc.

10.2 EMERGENCY PROCEDURES

In relation to emergency situations students are responsible for:

- Paying heed to the general everyday safety instructions given to them
- Reporting any situations they find dangerous or suspicious
- Knowing what to do when a community command has been issued
- Obeying instructions given to them in an emergency

10.2.1 EVACUATION (FIRE) DRILL

When the evacuation (fire) alarm rings students and adults should:

- Immediately leave the building in silence
- Use the nearest designated emergency exit
- Leave bags and other objects behind
- Gather in the designated outside area

10.2.2 LOCKDOWN

When the lockdown alarm rings:

- In a classroom/laboratory lock the door, close windows, blinds and curtains
- In buildings, go to a 'green room':
 - * LADC Building -- ground floor – L 160 + L 161
 - * Senior School Building – ground floor – PAC (theatre)
 - * Senior School Building – ground floor -- S 140
 - * Senior School Building – upstairs – S 204
 - * Middle School Building – ground floor -- Middle School Auditorium
 - * FAB (Gym) Building - basement -- all changing rooms 1-8:
F 032, F 034, F 035, F 037, F 038, F 040, F 041, F 043
 - * FAB (Gym) Building - ground floor -- Community Meeting Space: F 118
 - * FAB (Gym) Building - -- Multi-Purpose Room: F 201
 - * NEXUS Building - lower floor -- Quiet Study & Collaboration Space N019
 - * NEXUS Building - ground floor -- Staff Colab Space N113
 - * Junior School Building - first floor – Junior School Library
 - * Schloß Building - mezzanine floor - Room: 323
- If outside, then scatter to the nearest cover away from buildings

10.2.3 ALERT

When a verbal alert is given:

- Go straight to homeroom
- Secure the room – close windows and doors
- Register
- Wait for instructions

10.3 TRIPS – EDUCATIONAL

School trips are organised by teachers and must be approved by the Principal. Students and their parents must cover the cost of the trip. Students going on trips should follow the attendance procedures concerning Anticipated Absences. Students are personally responsible to complete classroom assignments missed during trips.

Grade 10/12 students are discouraged from participating in any trip up to four weeks before any external exam. Exceptions may be allowed by the administration.

Trips not connected to the curriculum or activity/programme usually take place only during school vacation periods.

11.0 CO-CURRICULAR ACTIVITIES

11.1 STUDENT LIFE PROGRAMME

Active participation in the life of the school is highly valued at MIS. All Senior School students are expected to participate in at least one Athletic, After School or Arts activity each year from a range offered at MIS. These activities comprise the Student Life Programme and this programme is administered by the SLP team, who can be reached via slp@mis-munich.de.

The Student Life Programme for Senior School operates from Mondays to Thursdays from 16:15 to 17:45 and is arranged in three separate 10-week Seasons per year. The 2025-26 Season Dates are:

Fall Season: Monday 1st September to Thursday 13th November

Winter Season: Monday 24th November to Thursday 5th March

Spring Season: Monday 16th March to Wednesday, 3rd June

The programme is administered via our SchoolsBuddy platform which can be found at <https://mismunich.schoolsbuddy.net> or accessed via the MIS Parent Portal. Parents must request places in activities for their children via SchoolsBuddy; students are not able to request places for themselves. The Request Dates are shared with MIS parents via Weekly Newsletter, emails to parents, and school website.

The Student Life Programme team comprises the following MIS colleagues:

Director of Student Life: Sarah Ford

Athletics Coordinator: Mate Derda, athletics@mis-munich.de

Arts Coordinator: Kerry Lightfoot

Activities Coordinator: Alice Byers

SLP Assistants: Johannes Wohlleb and Laura Pinilla

All can be reached via slp@mis-munich.de

The Student Life Programme Office acknowledges that students have various academic commitments, or wider interests in other in-school or out-of-school areas, that may require flexibility regarding training or rehearsal schedules. Such flexibility is applied at the discretion of the Director of Student Life. School leaders, SLP leaders, Senior School teachers, and students should work together to enable and support students' commitment to activities or teams, being mindful of work-life balance and promoting positive mental health. Ultimately, if there is a decision to be made regarding whether or not any individual student may take part in any individual SLP activity, this process will be led by the Director of Student Life and will be made involving consultation of all parties.

Expectations of students during all SLP activities are aligned and consistent with those in the document 'Our Values In Action: Student Conduct Guide' and those expressed elsewhere in this Handbook. Steps taken by SLP activity leaders regarding behaviour management, both proactively and reactively, are also in line with procedures in place in MIS during the school day.

11.1.1 Athletics

The Athletics programme is a competitive, team-sports programme in which teams train twice a week for the full 10-week season in order to compete in the ISST ('International Schools Sports Tournament'), held at the end of each season at MIS and the 7 other ISST schools across Europe.

Offered to both Senior boys and girls, the main sports at MIS by season are:

Fall: Cross Country; JV/Varsity Football; JV/Varsity Volleyball

Winter: JV/Varsity Basketball; Swimming

Spring: Golf; Varsity Tennis; Track and Field

Additionally, we offer Morning Advanced Gymnastics to girls in Grades 1-12. This team takes part in regional Gymnastics competitions within Bavaria.

For further information please contact Mate Derda, Athletics Coordinator, at athletics@mis-munich.de

11.1.2 Arts

The Arts strand of the Student Life Programme is focused on the Performing Arts. These also run as activities for the three 10-week seasons, and typically offer the following activities: Senior School Production, Senior School Choir, Symphonic Orchestra, Band, Ballet, Hip-Hop and more. Occasionally new activities are added to the programme. There are plenty of opportunities for students enrolled in Arts programmes to perform in front of peers and parent audiences. Additionally, MIS has a Private Instrumental Tuition programme at extra cost. All details can be found on SchoolsBuddy.

For further information please contact Kerry Lightfoot, Arts Coordinator, at slp@mis-munich.de

11.1.3 Activities

The After-School Activities (ASA) strand of the Student Life Programme is perhaps the most varied. Here, students can try out non-competitive, fun and engaging activities as diverse as badminton, arts & crafts, cooking, taekwondo, tumbling, Minecraft, photography and many more activities on our school campus. Swim Club and access to a Sailing Club are also available offsite. Some of the activities have a competitive strand, such as Speech & Debate, and involve school trips for the enrolled students to compete and showcase their skills.

For further information please contact Alice Byers, Activities Coordinator, at slp@mis-munich.de

11.1.4 Super-SLP Activities

Eligible and committed students can join our Ski Team or our Duke of Edinburgh's International Award programmes. For further information please contact Sarah Ford, Director of Student Life at slp@mis-munich.de

11.2 PARTICIPATION REQUIREMENTS

All school rules apply to athletes, performers and participants whenever engaged in school-sponsored activities. However, the following need to be stressed:

The consumption of alcoholic beverages is strictly forbidden for all students.

The use of drugs in any form is strictly forbidden.

The school rules still apply when students are being housed by host families from outside the MIS community.

A breach of these rules may result in immediate suspension from activities. If a breach of these rules occurs on a trip, the student(s) involved may be sent home immediately without a refund for ticket cost. There may be further disciplinary action by the school.

Students should note that participation in co-curricular activities usually occurs after school. MIS schedules late buses, Mondays through Fridays. For more information on these buses, see the Transportation Office.

11.3 SOCIAL OCCASIONS

School dances/social events are usually organised by the Student Council. Normally, teachers chaperone the dances. Permission has to be obtained from the Principal after the event has been discussed with the Student Council Advisor.

11.3.1 Regulations

The following regulations are necessary in order to provide an appropriate, safe and pleasant atmosphere for all.

- a) Students may not enter an event if they are under the influence of alcohol or illegal substances. The school policy on alcohol and illegal substances applies.
- b) The regulations concerning smoking on campus apply.
- c) The regulations concerning the use of illegal drugs during the school day apply.
- d) Once students have entered the event they may not leave and return.
- e) Each student may invite one guest. Students must provide the Principal with names of guests for approval no later than three days before the dance. Upon arrival, the host student must sign them in; they will be admitted at the discretion of the chaperones. The host student must assume responsibility for his/her guest.
- f) The Student Council Advisor will decide with the Principal who the chaperones should be. At least one teacher will be in attendance while any students are in the building before, during, or after the dance.
- g) The time, place and date of a dance will be approved by the Principal at least three weeks in advance. All arrangements must be approved by the Principal. No student may enter into a contract on behalf of MIS.

11.3.2 Senior School Prom

Senior School Prom is a special social event for grades 11 and 12. At this event students are allowed to drink alcohol with parental permission.

11.4 STUDENT COUNCIL

The Student Council organises social events, fundraisers and other council sponsored activities. The Student Council meets on a regular basis with a member of Faculty who acts as an advisor. It is structured into grade 9/10 and grade 11/12 sections and representatives are elected from the Year Advisor groups. The Student Council meets with the Principal and other relevant administration to represent the opinions of the student body.

12.0 MISCELLANEOUS

12.1 VISITORS/GUESTS

Student visitors are welcome to come to school for one day. Permission to bring student guests to school must be obtained in advance from the Assistant Principal or Principal and all teachers affected. A Visitors' Badge must be obtained from Security on arrival in exchange to an ID card and given up on departure. The guest should be introduced to the (Assistant) Principal and should sign in at the Guidance Office Desk and then be introduced to each teacher before class begins. Guests must abide by the Senior School behaviour expectations. Teachers are not obliged to accept guests into their classrooms but normally do so except under specific circumstances. In emergency cases the guest needs to follow the "host" and together they need to obey the school emergency procedures.

If the guest is to use a school bus, permission and a pass must be obtained from the Transportation Coordinator at least three working days in advance. Guests must abide by the transportation rules. Special rules to visit MIS may apply during times of a pandemic, for example Covid 19, consult the Senior School office beforehand.

12.2 LUNCH

Students may eat lunch in the cafeteria or at the cafeteria terrace outside and other special designated areas. Additionally to the Cafeteria food counters, Senior School students may purchase a snack in the LADC building (ground floor central area) and consume it near the vending area. All students are expected to take responsibility for the cleanliness of the tables they use. In 2025-26 a new lunch card i.e. lunch chip system is being introduced to due MIS having a new caterer organisation.

12.3 STUDENT ID CARDS

MIS students are issued with their personalised MIS ID cards upon enrollment at MIS, the card may also be used for using printers/copiers for school purposes only. Parents may purchase a student ID card/Schülerausweis with their child's school photo directly from the external school photo company (which may be used outside of school for proof of identity and date of birth).

12.4 PERSONAL PROPERTY: LOST AND FOUND

The school is not responsible for the personal property of students. It is the students' obligation to secure personal belongings and to report any loss to the Senior School Office immediately.

The Senior School maintains one 'Lost and Found Box' in the Senior School foyer and one in the LADC foyer. Students are urged to keep belongings locked in their lockers during the day and not bring large amounts of money to school. Valuables and money should be left in their locker and never be left in the PE changing rooms. It is particularly helpful if the student's name is recorded on all possessions brought to school. Items of substantial value such as mobile phones, MP3 players, Air pods and graphical calculators should be marked indelibly with the student's name and serial numbers recorded. Unclaimed items after each end of a school year are given to charity.

12.5 SCHOOL PROPERTY

Any abuse of school and personal property will be punished; the instigator will, in addition, be required to restore or replace the damaged property. This includes writing on walls, lockers and bathrooms. 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. Each student is responsible for the locker and lock assigned to them. Damage or malfunction should be reported immediately.

12.6 LIBRARY

The Middle and Senior School Library is located in the lower level of the NeXus and is open Mondays-Thursdays from 8:30 to 16:30 and Fridays 9:00-16:00 The library serves grades five through twelve and all MIS adults. Students are welcome to use it any time they are not scheduled elsewhere, and as long as they are quiet and do not disturb others who want to work. No food or drink is allowed.

The library has room to accommodate two scheduled classes, plus individual students doing research, reading, or studying.

Library users are responsible for returning materials without notification. When materials are overdue, students may receive a weekly notice via school email to return materials promptly.

Borrowers will replace lost or damaged items by purchasing a replacement hardback copy and bringing it to the library. If one is unable to purchase a replacement copy, the replacement cost, payment to the Finance Office must be arranged.

Grade 11 and 12 students may also use the new Senior School student lounge on the ground floor, between the Senior School and the Cafeteria.

12.7 TRANSPORTATION

12.7.1 School buses

In addition to normal school rules, the following apply to each bus passenger:

1. students will board and disembark the bus in an orderly and safe manner
2. all passengers are to remain seated and wear seat belts at all times during travel
3. eating, drinking, chewing gum, smoking as well as littering is prohibited on the bus
4. converse quietly and not use any devices that can create excessive noise (instruments, computer games, etc.)
5. buses must not be overloaded at any time. If a student needs to travel on a different bus, parental permission is requested to obtain a guest rider's bus pass, provided that seating is available on the given bus
6. continuous non-compliance with the bus rules may result in suspension from the bus services
7. for a full set of information of rules and regulations regarding the School Bus service, please refer to the info brochure of the given school year

12.7.2 S-Bahn riders

Students using the S-Bahn and riding the MIS bus from the Starnberg Nord Bahnhof should note:

A) School rules as to behaviour apply until a student has left public transport at the respective final destination. Improper behaviour reflects on both the individual student and the school.

B) If the S-Bahn is late and students have been left behind, one student should call the school before 9:00 hrs advising of the delay. Alternative arrangements, e.g. taxi are the responsibility of the student.

12.7.3 Student Motor Vehicles

PARKING VEHICLES IN THE RIGHT PLACE

Students are to park their motor vehicles in the school car park.

Bicycles need to be parked in the bicycle shed in the school car park.

12.8 MIS CAMPUS MAP

