



FIS Frankfurt
International
School

FIS Wiesbaden

Parent Handbook



Mission

Our mission is to be the leading, culturally diverse and family-oriented international school with English as the principal language of instruction.

We inspire individuals to develop their intellect, creativity and character to become independent, adaptable, socially responsible and internationally minded citizens, by ensuring a dynamic, inquiry-driven education of the highest standard.



Dear Parents,

We are delighted to welcome you to the FIS Wiesbaden Campus. This handbook has been designed to introduce you to the daily practices and procedures of our school. Please use it as an initial, quick reference. If you are in need of any further information, we ask you to contact your child's home-room teacher or the office as the first point of contact.

Establishing a strong partnership between our parents, teachers and students is very important to us all at FIS and we encourage you to become part of a relationship where we are all working together.

Our whole community would want to extend a warm welcome to you, and we look forward to the many ways we can work together to make your time at our Wiesbaden campus a successful, challenging and rewarding learning experience for us all, and most especially for your child.

With warmest wishes,

Andrea Rosinger

Principal

A

About Us

Frankfurt International School is an independent, international school founded in 1961 by a group of six families. The school currently enrolls approximately 1800 students from First Steps (age 3) through Grade 12, and is accredited by CIS (Council of International Schools) and NEASC (New England Association of Schools and Colleges). FIS Wiesbaden Campus is a division of FIS with a shared Head of School and Board of Trustees. The campus was opened in 1992 and moved to the current, purpose built premises in September 1998. Wiesbaden caters for students from First Steps through Grade 6 and plans to extend through Grade 8 over the next three years. Wiesbaden students transfer to the FIS Upper School for Grade 9 and beyond . FIS Wiesbaden campus is an authorized International Baccalaureate (IB) World school. Our school is an international community of learners. Together, our faculty, staff and families each contribute to a richness of life that enables us all to learn, grow and live together successfully. Take the time to come in and be part of us - no contribution is too small, no time with us insignificant and everyone is appreciated for who they are. Being different is what makes us all the same.

Absent from School

If your child will be absent from school for any reason, please be sure to call our administrative office (06127-99400). We will then notify their teacher. (Do not call the teacher directly.)

It will be extremely important for you to report any contagious diseases to our school Nurse, Trish Janoshka (06127-994014). Your reporting will allow us to notify other parents of potential symptoms and avoid any wide spread epidemics. In the event your child becomes sick during the day, we will contact you. This means that it is critical that we are able to reach you at all times in an emergency and up to date emergency contact numbers. Please be sure we have several numbers we can reach your family, and update us when any changes are made to your contact numbers.

Please contact the principal and your child's homeroom teacher if you expect your child to be absent from school for reasons other than illness.

Admissions

The FIS admission process is guided by the school's Articles of Association, Mission Statement and Board Policy, all which have established the school's primary purpose as serving the needs of international families. Given this premise, international applicants are given first priority in the admission process, followed by local applicants with extensive international experience, and then, if space remains, other local families are also welcomed into the FIS community.

After School Activities (REAL)

The Real Enrichment And Learning (REAL) extended day program at FISW begins in September and finishes in June. There are two terms for REAL -with dif-

ferent offerings each term. Activities begin straight after school at 15:10 and usually end at 16:10. You will receive information about After School Activities through the Friday folder and the Parent Portal. You can also contact the ASA coordinator via email, Brigitte_birnbreier@fis.edu or by delivering mail to the ASA letter box by the FISW Gym door.

Arrival and Dismissal Procedures and Times

Students should arrive at school between 8:15 and 8:30. Classes begin at 8:35. Children who arrive early are asked to stay in the commons area until 8:20.

Arrival and Dismissal Times

08:15- 08:30 Parent and bus drop off time.

08:35 School begins.

15:10 Dismissal for buses/parent pick up - all grades.

15:20 Buses depart.

Please be sure to communicate with your child's teacher any changes in dismissal routines. A written note should be sent with your child to his/her home-room teacher and to Frau Kutzner, the Wiesbaden administrative assistant, when making any change in regular transportation arrangements. Please note that children can only ride different buses home if there is available space that day, and if parental permission in writing is provided. In an emergency you may call us at school (06127-99400) and we will be sure to inform your child's teacher. Unless informed in writing or by phone, your child will follow normal procedures. Please also send a note to your child's teacher if your child is to be picked up a person other than a parent.

Arrival and Dismissal by Car

Parking in the main entrance area is reserved for teaching faculty and staff. There is a parent car-park accessible by driving into the school entrance and turning directly right. You can then walk your children in to school through the parent car park. In bad weather a drop-off system will be put into operation to save you having to park your car if you so wish, and your children will be met in the car park and accompanied into school.

Assemblies

Gathering together as an entire school or as a smaller section of the school for an assembly on a regular basis is a tradition. At assemblies we may sing songs, celebrate learning, honor and participate in cultural celebrations and simply enjoy being together as a school body. Please note that assemblies are part of our on-going sharing of learning together and building community identity, they are not intended to be rehearsed and practiced 'performances'. Parents are always welcome to share in our assemblies if you are in school, but assemblies are directed at children and not an adult audience. We appreciate parent support in keeping our assemblies 'local' and 'low key'. See 'Open House' and 'Performances' for more public events.

B

Bags

Each child should bring a school bag or backpack daily that is large enough to carry a lunch, snack, folders and books. School bags are stored in cubbies or lockers outside the classroom. All new students Grades FS-Grade 1 are provided with a FISW book bag. Parents can purchase a FISW book bag from the school office

Beliefs

At Frankfurt International School we believe that:

- Honesty, integrity and respect are essential for building trusting relationships.
- Each person is unique and has equal worth.
- All people are responsible for their actions.
- Open-mindedness, empathy and compassion are essential for living in a diverse community.
- Developing head, heart and hand is necessary to realize one's potential.
- Leading a healthy and active lifestyle improves the quality of life.
- Expectations that are challenging lead to higher levels of performance and improve results.
- Commitment, enthusiasm and perseverance lead to success.
- Education is a shared responsibility of students, family and school.
- Contributing positively to society and the environment is our shared responsibility.
- Our lives and the life of the community are enriched by diversity.
- Nurturing curiosity and creativity stimulates exploration and discovery throughout life.

Behavior see Conduct Guidelines

Birthday Celebrations

The celebration of a child's birthday is encouraged and valued. We acknowledge birthdays in class homerooms, and invite you to provide your child's classmates with a treat (e.g. cupcake, muffin, candy bar) on your child's special day. Please be sure to communicate your plans to classroom homeroom teachers a few days in advance and let them know if you will be bringing in treats or sending them with your child. (Please don't forget napkins where appropriate) Celebrations are usually linked to the regular snack or recess times so as not to interfere with instructional time.

Please keep in mind when sending any treats or snacks to school that many children suffer from food allergies. In particular, please try to avoid snacks that contain nuts, and check with your child's class teacher regarding any particular concerns for the class.

We ask that 'party invitations' are not distributed at school, as children feel it very deeply when there is a party to which they have not been invited.

Bus Riders

All children are expected to adhere to the same courtesies and conduct guidelines when using school transportation as when in class. Parents please review with your child that once they are on the bus they need to stay on the bus, put on a seat belt if available, remain seated, keep their hands and feet to themselves, and talk quietly with the child seated next to them. Younger children should be seated near or at the front of the bus. Please encourage them to do this. The playing of electronic games is discouraged. Older students may listen to music with earphones, but must not share this with other students in any way. Our bus drivers are responsible for bus safety and not student conduct. We encourage our students in Grades 4-8 to take care of younger children on their bus and to model respectful and caring behavior at all times. Please contact Andrea Rosinger (Wiesbaden Principal) for behavior issues, or Annette Schlosser (Director of Transportation- 06171-2024 466) as your first point of contact for any other bus related issues.

Calendar

The annual school calendar is posted on the FIS website. A paper copy is available from the Wiesbaden administrative office. Please note that Grade 6-8 students start a few days earlier in August than the rest of the school, and First Steps students a few days later.



Campus

FIS Wiesbaden is a purpose built division of Frankfurt International School, designed for 3-11 year olds and opened in 1998. In addition to the spacious and well-equipped classrooms, facilities include specially designed art and music rooms, a library, an extensive gymnasium, a dance studio, a science work room and a computer lab. Outside facilities include well-maintained grounds, a generous play area and a ball play/sports court. Different age-groups of students are located in separate parts of the building, but share key facilities.

Celebrations

Throughout the school year we participating in many varied cultural and community celebrations. Our whole school celebrations center around our host country holidays. Parents, children and teachers are encouraged to share their own traditions within the classrooms. Your child's teacher will organize these in class events with support from room parents. Our German department takes an active role in preparing students in the school for German holidays and cultural celebrations.

Cell Phones

Students are discouraged from bringing cell phones/electronic games to school and may not use phones/electronic games during the school day. Students may use the office telephone if they need to contact a parent. The school cannot be responsible for the loss of cell phones or electronic devices.

Class Size

Class sizes in Wiesbaden usually range between 16 and 23 students. First Steps and Pre-Primary classes usually have no more than 16 students and a dedicated full time classroom assistant. Primary and Grade 1 classes usually have no more than 18 students and a dedicated classroom assistant for much of the time. Classes in Grades 2 - 8 usually have no more than 22 students. In order to ensure continuing enrolment at our Oberursel Campus for Grade 9, classes in Grade 8 usually have no more than 18 students per class. Occasionally class sizes may exceed this number to support personal family circumstances. Grades 2- 5 receive regular teacher assistant support as appropriate.

Communication

FIS is committed to ongoing and open communication with parents. We ask you to call or contact us by e-mail as any questions or concerns arise. If you need to meet with a teacher please contact them in advance to schedule a mutually convenient time. Formal conferences are held twice during the school year. Conference dates are included on the Wiesbaden web page and school calendar. You will receive advanced notice of the time and date for your conferences.

Every Friday, for Grades First Steps- 5, a Friday Folder will be sent home containing notes from school/classroom or the PTG for your attention with your youngest child. The folder should be returned emptied the following Monday. Classroom information is posted on the grade level web pages. A weekly "Calendar Highlights" bulletin is sent directly to your email. Increasingly, we strive to communicate electronically to reduce paper. All communication for Grades 6-8 is electronic.

Conduct (Behavior) Guidelines

FIS has a defined set of aligned expectations. Our school has defined practices for monitoring and supporting student conduct. The aim of our conduct guidelines is to help students take ownership of any problems and develop responsibility to change any bad behaviors or choices.

The core principles that guide our behavior expectations are:

- Students have a right to learn in a safe and secure environment and the schools' responsibility is to uphold this right.
- Students act in good conscience, honestly and with integrity.
- Students value excellence in the pursuit of knowledge; be it academic, social or sporting.
- Students are loyal to the school and supportive of its mission and belief statements.
- Students support human diversity and work to build unity within that diversity to create a harmonious international community.

Our school conduct guidelines are based on the Attitudes and Learner Profile attributes of the IB. We expect all students to be Thinkers, Communicators,

Principled, Open-minded, Caring, Balanced and Reflective. We also expect them to demonstrate Appreciation, Cooperation, Empathy, Integrity, Respect and Tolerance.

FIS Expectations (for our younger children First Steps – Grade 2):

I will be...

- *Caring* – I care about people, places, plants and animals. I help take care of them.
- *Balanced* – I make good choices about my health and happiness.
- *Principled* – I am truthful and fair. I do the right thing even when nobody is there to see. I share and play well with others.
- *A Communicator* – I listen to others and share my feelings with them. I talk about what I am learning with others.
- *A Thinker* – I think carefully and make good decisions. I can solve problems by myself and know when to ask others for help.
- *A Risk Taker* – I try new things even when I don't know if I will be good at them. I make safe choices.
- *Knowledgeable* – I know many things and use what I learn.
- *An Inquirer* – I am curious and ask lots of questions. I like to find out new things.
- *Open-minded* – I know that it is okay to be different and to do things in different ways. I like hearing about other people's ideas and feelings.
- *Reflective* – I think about choices I make and things I do.

FIS Expectations (for our older students Grades 3 - 8):

I will be...

- *Caring* – I show empathy, compassion and respect towards the needs and feelings of others. I have a personal commitment to service, and act to make a positive difference in the lives of others and our environment.
- *Balanced* – I understand the importance of intellectual, physical and emotional balance to achieve personal well being for others and myself.
- *Principled* – I act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of individuals, groups and communities. I take responsibility for my actions and the consequences that accompany them.
- *A Communicator* – I understand and express ideas and information confidently and creatively in more than one language and in a variety of ways. I work effectively and willingly in collaboration with others.
- *A Thinker* – I exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- *A Risk-Taker* – I approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles,

ideas and strategies.

- *Knowledgeable* – I explore concepts, ideas and issues that have local and global significance. In doing so, I acquire in-depth knowledge and develop understanding across a broad and balanced range of subject areas.
- *An Inquirer* – I develop my natural curiosity. I acquire the skills necessary to conduct inquiry and research and show independence in learning. I actively enjoy learning
- *Open-minded* – I understand and appreciate my culture and will be open to the perspectives, values and traditions of other individuals and communities.
- *Reflective* – I give thoughtful consideration to my learning and experiences. I assess and understand my strengths and limitations in order to support my learning and personal development.

‘Being respectful’ of our school and others, in words and actions, needs particular attention when children are in school premises out of school hours and under parent supervision- as children often need reminding that being quiet and calm in the building is just as important as when they are here during school hours.

Conferences

Formal conferences are held in November (Goal Setting) and March (Portfolio conferences), to discuss/celebrate your child’s progress. All students are expected to be a significant part of conferences. Written reports are sent home in January and June, or when a child leaves the school. Mid-term progress reports are sent home for Grades 6, 7 and 8. See Reporting.

Curriculum

Our curriculum offers a balanced program of academic studies and extra-curricular activities, which aim at helping all students of all nationalities develop self-awareness and a love of learning. The philosophy is child centered and inquiry based, offering a challenging yet supportive learning environment. All students in First Steps through Grade 5 follow the Primary Years Programme of the International Baccalaureate (PYP). Students in Grades 6-8 follow a specifically designed curriculum program that ensures a smooth transition to Grade 9 at FIS Oberursel.

At the heart of the FIS philosophy is a commitment to structured inquiry as an ideal vehicle for learning. Through all our units of learning, we seek to enable children to view their world with understanding, sensitivity and fairness. We want students to understand how human beings build their cultures, how they value their past, present and future, and how they impact the environment. We also want children to develop the ability to solve problems and recognize the need, value and appropriateness of sharing and cooperation as world citizens, valuing our differences and our similarities as human beings. For more information regarding the PYP you can visit www.ibo.org. Spe-

cific school scope and sequence information (content specific objectives per Grade) is also available on the school web site. Specific curriculum information can be obtained via the web site, or in discussion with the Wiesbaden Campus curriculum coordinators (PYP and Grades 6-8).

The PYP – Grades FS-5

Transdisciplinary Themes of Global Significance (Units of Inquiry)

Students in Grades Primary - 5 explore six units a year within the Programme of Inquiry. (Students in First Steps and Pre-Primary explore 4 or 5 units). The Programme is a matrix of topics organized by themes (see below), which allow for transdisciplinary exploration. A central idea for each unit addresses cross disciplinary issues but the traditional disciplines of science, social studies, and the arts are well represented within the matrix. The organizing themes allow students to make connections in their learning from year to year. Careful planning by the grade level and specialist teachers in collaboration with the Primary Years Programme Coordinator ensures that topics are taught in an inquiry based way and that appropriate assessment is developed for each unit. Skills development is a key feature of the Programme. We expect children to acquire research, thinking, social, and communication skills that are developed and consolidated as students progress through the school.

PYP Transdisciplinary themes:

Who we are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

Where we are in place and time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

How we express ourselves

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

How the world works

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

How we organize ourselves

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

Sharing the planet

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

Language Arts

The language of instruction is English. Children have daily opportunities to develop listening, speaking, reading and writing skills. We offer a balanced literacy program that includes: reading aloud to students often; shared reading when the teachers and students talk about the literature; guided reading when teachers teach specific reading skills and strategies and independent reading when children have opportunities to choose books of their interests. Independent reading times are an important part of each grade as are home reading programs. Progress is carefully monitored and is dependent upon individual strengths and targets.

The development of writing skills, in the balanced literacy program, is integrated into the transdisciplinary nature of the program. From pre-primary onwards children are encouraged to write for a variety of purposes on a daily basis. The writing stages are; interactive writing when children and teachers work together; shared writing when the teacher models different kinds of writing; guided writing when the teacher teaches specific skills and strategies and independent writing. Opportunities are provided for discussing ideas with the teacher and peers, brainstorming, writing, editing and rewriting. Students learn about publishing and bookmaking and have the opportunity to share their work. All students are encouraged to write for themselves independently, learning from an early age that writing serves a communicative and expressive purpose. Grammar usage punctuation and spelling are also taught to all ages as appropriate, frequently using students' writing as a starting point.

Mathematics

All children are taught mathematics by their homeroom teachers. The school expects all students to become fluent users of the language of mathematics and to be able to recognize, understand and apply the concepts and processes of mathematics. The PYP aims at building the mathematical confidence students need so that they may function effectively in our ever-developing technological era. At all developmental stages of our PYP mathematics we have performance objectives in the areas of number, measurement, shape and space, pattern and function and data handling. We stress arithmetic, problem solving and practical applications. The use of appropriate manipulatives is an essential aspect of PYP mathematics. Grades First Steps to Grade 1 use a common approach to the teaching of mathematics called "Mathematics their Way. Grade 2 – Grade 5 use 'EnVision" Mathematics as a core text.

The Curriculum Grades 6 - 8

The FIS curriculum framework is not a syllabus or a prescriptive program of work, but instead defines the approaches to learning, pedagogy, assessment and reporting common to all divisions of FIS. Consequently, it supports continuity in learning for students moving through our school and is characterized by the following five key components:

Curriculum areas	Academic disciplines comprising distinct sets of knowledge, understanding and skills.
Transdisciplinary learning	Skills common to several disciplines. Discipline-specific skills with applications in other curriculum areas. 21st century skills.
Conceptual understanding	The enduring understandings or big ideas that students gain as a result of exploration of relevant content in curriculum areas. Concepts allow students to see the bigger picture behind a specific discipline and to build links to learning in other disciplines.
Pedagogy	An approach to teaching and learning that allows students to actively construct meaning through engagement in relevant experiences allowing them to acquire new levels of understanding as opposed to the simple memorization of content.
Assessment & Reporting	A range of strategies that provides information on student understanding, allowing the teacher to plan the subsequent teaching and learning activities. Student progress is reported in a timely and appropriate manner.

FIS has a commitment to language learning, which it demonstrates through English as the principal language of instruction, second language classes at multiple proficiency levels, English as a Second Language (ESL) and mother tongue support.

Courses that count as a full credit

- English language and literature or ESL
- Integrated Mathematics: number, algebra, geometry, statistics and probability, discrete mathematics
- Integrated Science: physics, chemistry, biology (each year)
- Humanities: geography and history
- German: native/fluent or as a foreign language
- Spanish or French or Russian: foreign language only
- Dutch, Japanese, Korean, Russian: native/fluent only
- ESL or Learning support

Courses that count as a partial credit

- Physical education and health
- Music/Band
- Drama and Movement
- Visual Arts
- Media Technology

Grade 6, 7 and 8 Grading Criteria

7 Outstanding work, in which you apply relevant skills, knowledge and concepts almost faultlessly, with sophistication. Your work shows exceptional judgement, maturity, insight and analysis; it also shows marked independence, originality and flair.

6 A very thorough application of relevant skills, knowledge and concepts. Your work shows very sound judgement, maturity, insight and analysis with independence and originality.

5 A thorough application of relevant skills, knowledge and concepts. Your work, on the whole, shows sound judgement, insight and analysis with some independence and originality.

4 An adequate application of the main relevant skills, knowledge and concepts. Your work shows some evidence of reasonable judgement, insight and analysis.

3 A partly successful application of the main relevant skills, knowledge and concepts. There has been little evidence of reasonable judgement, insight or analysis. Your work may show clear difficulties in some areas and you may need extra support.

2 A very limited application of the main relevant skills, knowledge and concepts. Your work does not show evidence of judgment, insight or analysis. Your work shows marked difficulties in several areas, even with extra support.

1 Little or no evidence of understanding or application of the basic skills, knowledge and concepts, even with extra support. Your work does not show evidence of judgement, insight or analysis, even with extra support

Teaching Practices First Steps- Grade 8

The question of “How best will we learn?” is addressed by the pedagogy of guided inquiry. While appreciating that differing techniques can be chosen by individual teachers, all teachers in our school aspire to promote inquiry through the following strategies:

- Active, hands-on learning;
- Conceptual learning that leads to understanding along with the acquisition of facts;
- Meaningful, relevant learning experiences;
- Interaction between students and teachers;
- Cooperative learning.

Approaches are varied so that individual students’ needs, abilities, interests and learning styles are addressed. A variety of instructional materials and ap-

appropriate technology is used. The starting point for inquiry is students' current understanding. The goal is the active construction of meaning by building connections between direct experience and content knowledge. Time to reflect on the learning process is considered an essential part of learning.

Drinking Water

All children are encouraged to drink water throughout the day. Your child may be asked to bring a plastic cup or a water bottle labeled with their name. These will remain at school for daily use.



Early Years Eligibility/Entrance Criteria

For First Steps - Grade 1 English will be the principal language of instruction but is not a requirement.

First Steps: Children who are three on or before 1 September are eligible for admittance at the start of the school year. Where spaces are available, children may join a First Steps classroom just after their third birthday, although children who join in this way will remain in the First Steps program the following year until they reach the eligibility age for pre-primary. Children must be toilet trained and have strong foundations in their native language.

Pre-Primary: Children must be four years of age on or before 1 September of the year they wish to join.

Primary: Children must be five years of age on or before 1 September of the year they wish to join. Children must have strong foundations in their native language. Academic assessments are not used to determine eligibility, however it is important to note that children demonstrating severe learning or emotional needs may not be accepted or re-enrolled.

Grade 1: Children must be six years of age on or before 1 September of the year they wish to join. Children must have strong foundations in their native language. Academic assessments are not used to determine eligibility; however it is important to note that children demonstrating severe learning or emotional needs may not be accepted or re-enrolled.

Grades 2 - 8: Children are placed according to age for Grades 2 - 8. Where a student has successfully completed the age-level grade at a previous school, school records will be taken into account. The final decision on placement rests with the Admissions Office in consultation with the Principal.



Email/Telephones

Parents and teachers often find it convenient to use email for communication. Please be aware that teachers check their email each day, but generally not during the day while teaching. Any important last minute messages should therefore be relayed through the Wiesbaden office (06127 99400). Teachers' email addresses follow this pattern "first name_lastname@fis.edu". Parents are discouraged from calling teachers in their classrooms as this disrupts learning-

but can call the school office at any time for a message to be relayed. School guidelines are that emails from parents are responded to within two working days.

Emergency Calling Tree (PTG)

The homeroom parent for your classroom will compile an emergency calling tree for your classroom. The tree would be used in emergency events such as an early school closing. Please be sure to keep your room parent updated with any phone number changes.

Emergency Telephone Numbers

In case of accident or emergency of any kind, we need an up-to-date telephone number that you can be reached at during the day. We also ask that in the event we may not be able to reach you, you provide us with the name and telephone number of a neighbor, friend, or colleague who we may contact.

English as a Second Language (ESL)

The English as a Second Language (ESL) program teaches English to non-native speakers. ESL support is provided by our ESL teachers in both the ESL classrooms and the regular homerooms. English language learning and development is emphasized throughout the school day. Our ESL teachers support classroom teachers and help students with no or limited English to acquire the language skills of listening, speaking, reading and writing. Learning a second language generally follows the pattern of learning a first language: conversational English is most often learned quite rapidly and enables students to communicate with their peers and become active participants in the classroom and social environment of the school. Research shows it may take up to five or seven years for non-native speakers to develop the academic aspects of the language to the same standard as native speakers. For this reason we have clear guidelines for children exiting the ESL program, and many students remain in a 'monitoring' program for several years before they are fully exited. ESL teachers are members of the grade level teams and participate in team planning to support homeroom teachers in ensuring that the curriculum is approachable for all language learners. In Grades 6-8, students receiving ESL support do so in place of the third language option.

Extra Clothing for Early Years

A complete set of extra clothing in a small plastic bag should be kept at school in case of an emergency for all students in First steps- Primary. Please clearly mark each item with your child's name. Any items used will be sent home for cleaning and we ask that you return them for future use. Pre-Primary and Primary students will also need appropriate outdoor clothing for "Forest Days" throughout the year.

Faculty and Staff

Our faculty and staff are made up of 40 dedicated professionals who are international in perspective and represent 17 different countries. Fluency in English is a requirement for the faculty and staff working with our students, but we also speak many other languages.

Field Trips

Periodically throughout the school year children take field trips into our surrounding community. These trips range from attending a play to various museums. They are planned to be of educational significance and connected to our units of inquiry offering valuable learning experiences. Most field trips require parent chaperones, which offers an additional opportunity for volunteering. You will also be sent a general field trip permission form that allows the teacher to take the students on supervised trips in the local school environment on an ad-hoc basis. There are annual residential visits for students in Grades 5-8, and residential visits out of Germany for Grades 7 and 8.

First Language Program (FLP)

Students in Grades 2-5 may participate in a simple First Language Instruction program in selected available languages during the school day from qualified teachers. Recent languages have included French, Dutch, Spanish or German. When numbers allow, other languages, such as Russian, Korean or Japanese may also be offered. Classes for fewer students, or younger students, may also be offered after school.

German

German is the host country language at FIS. Learning German is therefore of key importance for both the additional language and the native learners. The German program is designed to develop the speaking, listening, reading and writing skills of each student using a variety of strategies that foster the joy of learning and communication. The goal is to create an environment that supports the intellectual, physical, social and emotional development of the child and to provide a challenging intellectual environment for exploring new languages and cultures.

German department teachers evaluate the proficiency level of each student. Instruction is then provided to match different proficiency groupings for 3 - 5 periods a week in Primary through Grade 5. Proficiency groupings are flexible and students can be moved during the school year. The German department teaches German language and literacy and integrates language learning within the units of inquiry to provide authentic learning experiences. Children also learn about German community and cultural events.

In Grades 6-8, German is offered as a first or further language.

Guests

From time to time we receive a request for a child to attend school with one of our students, who is a friend or relative. When appropriate, students who have previously attended FIS are allowed to attend one full day of school. Other guests may attend school for half a day, either until lunch/recess or from the end of lunch/recess until dismissal. Parents of the FIS Wiesbaden student are required to submit a written request at least three days in advance to the FIS Wiesbaden principal stating the child's name and class, the name of the visiting student and their relationship to our student, and the date / time of the requested visit. The principal will consult the child's classroom teacher; check dates, class size and other factors. Parents will be notified of the approval or otherwise within 48 hours of their request.



Health and Safety

When a child enters school, parents must complete a medical record to provide the child's full medical background and immunization record. The school nurse's office maintains these records. The nurse's office should be notified of any changes in the health of a student, such as allergies or any new medical conditions. All instances of communicable diseases should be reported to the school nurse. A letter of notification highlighting signs and symptoms of the disease is subsequently sent to parents. The school has a written health and safety policy setting out the organization and arrangements for health and safety in the school. Please contact the nurse if you have any specific questions regarding the policy.

History

FIS is an independent, international school founded in 1961 by a group of six families.

The school currently enrolls about 1860 approximately 1800 students from First Steps (age 3) through Grade 12, and is accredited by CIS (Council of International Schools) and NEASC (New England Association of Schools and Colleges). FIS Wiesbaden Campus is a division of FIS with a shared Head of School and Board of Trustees. The campus was opened in 1992 and moved to the current, purpose built premises in September 1998. Wiesbaden currently caters for students from First Steps through Grade 6, and will expand to include students in Grade 7 in school year 2015-16, and Grade 8 in 2016-17. After Grade 8, Wiesbaden students transfer to the FIS Upper School for Grade 9. FIS Wiesbaden campus is an authorized International Baccalaureate (IB) World school.

Homework

Wiesbaden students are expected to read each day. In Grade 2, students begin to complete short assignments, sometimes calling for the practice of acquired skills. As students mature, homework involving the extension of class work

and the completion of projects becomes a routine part of academic life. Homework is usually assigned by the homeroom teacher. Unfinished class work, memorization tasks or additional reading may be assigned occasionally by the German teachers. There is no regular homework for weekends or holidays.

General homework time guidelines

Grade 2 - no more than 30 minutes, including 20 minutes of reading

Grade 3 - no more than 40 minutes, including 20 minutes of reading

Grade 4 - no more than 50 minutes, including 20 minutes of reading

Grade 5 - no more than 60 minutes, including 20 minutes of reading

Grade 6 - an average of 60 minutes per night

Grade 7- 8 – an average of 60 minutes a night plus extended projects and independent study time.

Indoor shoes

All children need a pair of non-marking sport shoes for PE (physical education). In addition, we ask that all children have a pair of indoor shoes, (slippers / Hausschuhe- hard soled slip-ons are best), which are especially useful when the recess area becomes wet or snowy.



International Baccalaureate

The International Baccalaureate® (IB) is a non-profit educational foundation, motivated by its mission, focused on the student. Four programmes for students aged 3 to 19 help develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world.

Founded in 1968, the IB currently works with 3,699 schools in 147 countries to develop and offer four challenging programmes to over 1,149,000 students aged 3 to 19 years. The IB promotes intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st century. The IB Primary Years Programme, (PYP) for students aged 3 to 12, focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. FISW implements the IBPYP for students aged 3-12. See more at www.ibo.org

Label All Clothing

Please label all of your child's belongings!



Learner Profile

The IB (International Baccalaureate) Learner Profile has been adopted by FIS as the defining set of character attributes that we seek to develop in our students First Steps – Grade 12.

As IB Learners we strive to be:

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

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

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

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

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

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

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

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

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

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



Learning Support

FISW Learning Support teachers provide support for children performing below or above grade level. Children referred to this program are assessed individually. The Student Support Team (SST), which includes the learning support teachers, the counselors and the principal, meets with parents to evaluate all information and to create an individualized learning plan for the child. The child may then receive specific assistance until able to meet grade level expectations independently. To receive learning support beyond Grade 5, students must have a professionally diagnosed learning disability. Learning Support is offered in place of the third language.

Library

Our library is a wonderful relaxing space for students, teachers, and parents to step into and explore. The collection includes books, periodicals, videos, CDs, DVDs, and access to online databases. The resources in the library support the curriculum within the school and play an integral role in the teaching and learning of the PYP inquiry units. Students borrow books weekly. The number of books a student borrows is determined by their grade level. Students check out books during their scheduled weekly library session, but can also exchange books in their own time. A student with an overdue book loses borrowing privileges until the book is brought back or paid for. Parents are welcome to come in at anytime when the library is open to browse the collection and check out books, CDs, or DVDs. Our library also has a band of volunteers who donate their time each week to helping maintain our library and its resources. Please come and join us!

The library hours are:

Monday – Thursday: 8:30-16:00

Friday: 8:30-15:10

Students in Grades FS – 5 must be supervised by an accompanying adult when in the library after 15:10.

Lost and Found

Please label all of your child's belongings. There is a Lost & Found collection area located in the commons area. Valuables are usually turned in to the administrative office.

Lunch

Students either bring a packed lunch from home, or pre-order a set lunch from the cafeteria. Menus for the lunch meals are available on the FISW web page. You need an account in credit to order lunches. Please contact the FISW school office for assistance. You may also purchase sets of 10 drink tickets for € 7.50 from the office for your child to buy drink cartons from the cafeteria.

Students in First Steps – Grade 5 are not allowed to purchase food from the cafeteria kiosk during the school day.

M

Mission

Our mission is to be the leading culturally diverse and family-oriented international school with English as the principal language of instruction. We inspire young individuals to develop their intellect, creativity and character to grow into adaptable, socially responsible global citizens by ensuring a dynamic, 21st century, inquiry-driven education of the highest standard.

N

Nurse

The school nurse is available to deal with minor injuries and to care for sick children until they can be collected by parents. The nurse maintains medical records and dispenses medication needed during the school day. It is imperative that the school office has a home telephone number and a contact person (other than a parent) on file, which can be used in case of emergency

O

Open House

From time to time, parents are invited into their child's classroom during the school day to share recent learning and become familiar with regular classroom activities. Open house is an opportunity for each child to individually celebrate their recent learning with a parent.

P

Parent Information Meetings/Talks

Forums: Parent forums are offered throughout the school year. The topics will include but are not limited to an overview of the curriculum, specifics regarding math instruction, literacy instruction, and technology. The forums will occur at set times throughout the school year and will last about 1.5 hours. They are designed to provide an overview of the learning experiences that occur at school and will offer specific advice for supporting children's learning at home

Parent Talks:

The school support services team invites parents to discuss parent-generated topics that are often common issues facing parents in international settings.

Parent Teacher Group (PTG)

The FIS Wiesbaden PTG works towards making our school an integrated community by bringing people together for work and play. We strive to help create an environment where we all work together as a team to support our school community and its charities through organizing fund raising, volunteering, and social events. We invite all parents in our school to come to our meetings, coffees and events, meet other parents and become a part of this dynamic group! The PTG also organize annual fund raising events that fund social events throughout the year.

Photographs

In the fall, the school arranges for individual and class photos for students with a professional photographer. Parents have the option to purchase these photos.

Physical Education (PE)

All children need a small gym bag containing shorts, a T-shirt and non-marking sport shoes to change into for sport class. The purpose of our physical education program is to expose students to a wide variety of physical skills which allows them to experience success in a many physical activities. Students have fun while working to improve their fitness level and recognize the value of life-long physical activity.

The program is made up of several different units including: body control and spatial awareness, invasion games, gymnastics, net skills, movement to music, health-related fitness testing, and adventure challenges. There is a strong focus on cooperative learning which emphasizes being a contributing, self-motivated individual, partner, and group member.

Performances

Drama/Musical Performances: Once a year each grade level develops, rehearses and then performs a major performance for parents based on learning that originates from a significant unit of inquiry. For students in Grades First Steps – Grade 4 these take place during the school day. For Grades 5 - 8 it involves an evening event.

Musical Concerts: twice a year the school presents a musical evening where a variety of school groups perform their musical talents. There are also opportunities for individuals to perform at our 'all invited' soloists concerts.

Playground

We have a wonderful playground and believe that daily physical activity is important for all learners. Our children are encouraged to play in sand, with water, around the planting areas, on the sport's court, on climbing frames and up and down slides. We believe outside exploratory and adventurous play is an important part of growing up healthily. Please ensure your children are dressed appropriately for play, particularly with regard to footwear.

Children are encouraged to consider their own safety, and that of others at all times. Bumps and bruises are all part of exploring the physical world around us, but your children are always supervised and expected to play safely and not risk the safety of others. We ask you to take the same responsibility for your children out of school hours.

Our children are encouraged to play in sand, with water, around the planting areas, on the sport's court, on climbing frames and up and down slides. We believe outside exploratory and adventurous play is an important part of growing up healthily. Children are discouraged from bringing toys to school. If children bring their own soccer balls, they have to be prepared to let everyone

play, and we accept no responsibility for damage or loss. Please ensure your children are dressed appropriately for play, particularly with regard to all season weather conditions and footwear.

PYP

The Primary Years Programme of the International Baccalaureate is the framework of the FIS curriculum for Grades First Steps - Grade 5 (See IB). Further information can be found on the FIS web page at www.fis.edu, or the IB web site at www.ibo.org

Q

Questions

All questions are good questions! We are here as the partners in your child's educational journey. We are committed to open two-way communication. Any time you have a question or concern, please let us know.

R

Recess

Children will participate in outdoor recess twice daily for between 20-30 minutes. Because fresh air and exercise are so important for children, we will only stay indoors during severe or extreme weather conditions. Please dress your children according to the weather. Waterproof shoes and clothing are essential when we have heavy rain or snow.

Reporting

Reporting to parents takes many forms. Open and ongoing two-way communication is crucial for developing and sustaining an educational partnership. Written reports on student progress are sent home three times a year.

- A Settling In report is sent approximately three weeks after school begins to let you know how your child has settled into the new school year.
- A written progress report is sent home at the end of Semester 1 (End of January)
- An end of year report is sent home in June.

Students in Grades 6-8 receive a mid-semester report in November and March. Throughout the school year, teachers, counselors or administrators will make additional contact if / when academic, emotional or behavioral concerns develop.

S

Security

The gate to the school is code-locked during the school day. Parents can ring the bell on the intercom for access. Parents need to wear their FIS lanyards to gain entry. If your child is late, or needs to leave the school early, please come to the office to report arrival or that you are taking a your child out of school.

Snack

Please provide your child with a small healthy snack and drink each day, packed in separate containers to lunch. We are an 'allergy aware' school. Please bear in mind that some children suffer quite severely from particular food allergies. Please check with your child's class teacher regarding any particular concerns for the class to help us maintain a secure environment for all. Students in Grades 6-8 may purchase snacks from the school cafeteria.

Specialist Classes

We believe that children learn through a variety of experiences and disciplines. In order to provide a balanced curriculum the following specialist classes form part of our learning day. (Time varies depending on age group)

German: 3-5 40-50 minutes lessons per week

Art: One 40-100 minute lesson per week

Music: Two or three 30-50 minute lessons per week

P.E.: Two or three 30-50 minute lessons per week

Library: One 40-50 minute lesson per week

Supervision after School

Unless children are attending an after school activity, children in First Steps-Grade 5 must be with a parent/guardian after school, this includes when they are playing out on the playground. Parents are asked to reinforce school expectations when children are under their direct supervision, and remind students that school expectations apply at all times in the school buildings and grounds. Students in Grades 6-8 may stay at school until 4:30 without parent supervision, upon presentation of a parent permission slip. The school does operate an After School Care Club for a small hourly charge. After School Care can be booked ahead and operates from 15:10 – 18:00 daily. Please contact the school office if you are interested in this service.

Toys/Electronic Gadgets/iPods/MP3 Players

We discourage children from bringing toys or electronic gadgets to school, however, those with long bus journeys are allowed to use appropriate 'devices' safely on the bus, providing they are for personal use only and do not disturb the journey of others, or distract the driver. The school takes no responsibility for the safe keeping of electronic items during the school day.



Visitors (See Guests)

Volunteers

The FIS Mission is to be a family oriented school. A child's school life is greatly enriched when the whole family is well informed and active in school affairs. We welcome parent involvement and encourage close ties between parents



and our school. Early in the school year parents are asked if they are interested in volunteering at school. There are many ways in which parents can assist both through the PTG and via teacher established groups and networks - we would love for you to be involved!

Website

Please visit us at www.fis.edu

We hope this handbook is useful and helpful. We are a mission driven school that is dedicated to becoming the leading culturally diverse and family-oriented international school - therefore, any and all suggestions for improving our communication are welcome. If there is something missing from this handbook that you would like to see included in a future publication, please be sure to share that with our principal, Mrs. Rosinger. We are looking forward to a wonderful school year!



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