



ISF

International School
Frankfurt Rhein-Main



*Student
Parent
Handbook
2022-2023*



Member of the
SABIS[®]
Network

Waiver:

Every effort has been made to ensure that the content is up-to-date at the time of publication. However, the School Administration reserves the right to change any content, policy, or procedure without prior notice.

Table of Contents

INTRODUCTION.....	3
WELCOME	3
MISSION STATEMENT.....	3
ACADEMIC GOALS.....	3
NON-ACADEMIC GOALS	3
FEATURES OF THE SABIS® EDUCATIONAL SYSTEM.....	4
CURRICULUM AND TEXTBOOKS.....	4
SABIS POINT SYSTEM®	4
REGULAR ASSESSMENT (INCLUDING INTEGRATED TESTING AND LEARNING® - ITL®).....	4
DIAGNOSTIC TESTS.....	4
SABIS ACADEMIC MONITORING SYSTEM® (SABIS® AMS®)	4
CONTINUOUS ASSESSMENT TEST (CAT) AND PERIODIC EXAMS..	4
END-OF-TERM EXAMS AND FINAL EXAMS.....	5
MISSED CONCEPTS	5
ACADEMIC SUPPORT	5
EXTERNAL EXAMINATIONS	5
SABIS STUDENT LIFE ORGANIZATION® (SLO®).....	5
WHAT IS SABIS STUDENT LIFE ORGANIZATION®?	5
STUDENT LIFE IN THE CLASSROOM.....	5
SABIS STUDENT LIFE ORGANIZATION® DEPARTMENTS	6
BENEFITS OF SLO®	7
EXTRACURRICULAR ACTIVITIES	7
SABIS® DIGITAL PLATFORM	7
ACADEMIC INFORMATION	7
NON-ACADEMIC INFORMATION	7
STUDY GUIDE FOR STUDENTS AND PARENTS	8
DIARY.....	8
HOMEWORK.....	8
POLICY FOR SENDING BOOKS HOME.....	8
STUDY HABITS.....	9
WHERE TO STUDY	9
WHEN TO STUDY	9
WHAT TO STUDY	9
HOW TO STUDY	10
PROMOTION AND RETENTION POLICY.....	10
COMMUNICATION WITH PARENTS.....	10
ISF SCHOOL COMMUNICATION PLATFORMS.....	12

ACADEMIC HONESTY POLICY.....	13
PHILOSOPHY	13
GUIDELINES AND PRINCIPLES	13
WHAT IS ACADEMIC HONESTY?.....	13
WHAT IS ACADEMIC MISCONDUCT?.....	13
DIGITAL CODE OF CONDUCT	14
STUDENT RESPONSIBILITIES	14
TEACHER RESPONSIBILITIES.....	14
PARENT/GUARDIAN RESPONSIBILITIES.....	15
CODE OF CONDUCT	15
BEHAVIORAL EXPECTATIONS.....	15
UNACCEPTABLE BEHAVIOR.....	15
APPROPRIATE ACTION AND CONSEQUENCES.....	17
MINDFUL REFLECTIONS AND TIME-OUTS (GRADES 1-4).....	17
MINDFUL REFLECTIONS AND DETENTIONS (GRADES 4-12).....	18
SATURDAY DETENTIONS (GRADES 5-12).....	18
SUSPENSION	18
POSITIVE POINTS	19
ATTENDANCE AND PUNCTUALITY.....	19
DRESS CODE AND PHYSICAL APPEARANCE	19
EMERGENCY CLOSURE OF SCHOOL	20
EXAMINATION	20
FOOD SERVICES.....	20
ID BADGES	20
INSURANCE.....	21
LEAVING THE SCHOOL CAMPUS	21
MEDICAL	21
MOBILE PHONES AND OTHER ELECTRONIC DEVICES.....	21
PRESENTS AND BIRTHDAYS.....	21
SEATING PLANS AND SECTIONS.....	21
SCHOOL DECISIONS	22
TRANSPORTATION.....	22
TIDINESS.....	22
TRANSCRIPTS.....	22
VALUABLES.....	22
ISF CONTACT INFORMATION LIST.....	23
RECEIPT OF STUDENT-PARENT HANDBOOK.....	24

INTRODUCTION

WELCOME

Welcome to International School Frankfurt Rhein-Main (ISF), a private, full-day school serving students from Kindergarten/Pre-school to Grade 12 using English as the language of instruction. As a member of the SABIS® Network, ISF offers students a rigorous, internationally-oriented, college-preparatory curriculum that brings together a wide range of subjects designed to develop the whole child. The ISF community is truly diverse, proudly educating students from more than 50 nations.

We invite you to learn more about ISF through this Student-Parent Handbook. If you have any questions, please do not hesitate to contact us and we will be happy to help.

MISSION STATEMENT

ISF actively recruits cultural diversity in both its student body and staff. This diversity provides students with the experience of relating to children and adults from many different cultures. This helps ISF to fulfil one of its goals: “to help students develop a true understanding of the peoples of the world through an appreciation of their differences, as well as their similarities”.

This is our mission:

“ISF will be recognized as a provider of top-quality education to a highly diverse student body. It will strive to help all students achieve their full potential, prepare them for success in college, equip them with the ability and desire for lifelong learning, and strengthen their civic, ethical, and moral values. ISF will maintain high standards of efficiency and accountability throughout its operation.”

ACADEMIC GOALS

- Provide a well-rounded education based on mastery of the English language and mathematics.
- Enable students to acquire a firm command of a second language in addition to the English language.
- Train students in logical reasoning and critical thinking.
- Strive to qualify every student for entrance into top colleges/universities around the world.
- Prepare students to sustain intellectual effort for prolonged periods.
- Generate excitement for lifelong learning.

NON-ACADEMIC GOALS

- Uphold high standards of ethical, moral, and civic conduct.
- Encourage informed decisions on social issues.
- Teach students to defend convictions and reverse negative peer pressure.
- Encourage participation in extracurricular activities, school management, and community work.
- Foster tolerance, cooperation, guidance, and teamwork.
- Develop a true understanding of the peoples of the world through an appreciation of differences as well as similarities.

FEATURES OF THE SABIS® EDUCATIONAL SYSTEM

CURRICULUM AND TEXTBOOKS

The SABIS® curriculum is well-structured, comprehensive, rigorous, and sequential. The assigned curricula align to national requirements and international standards. For most subjects, SABIS® publishes its own books, the SABIS® Book Series, which are completely aligned with the respective curricula. These include hundreds of textbooks that are complemented by teacher-support material such as pacing charts, teachers' guides, and lesson guides. They are fully integrated into the teaching process and testing system, and undergo ongoing enhancements and reviews. The SABIS® Book Series includes books in both electronic and traditional format.

SABIS POINT SYSTEM®

SABIS® teaching methods are aligned with the books and teacher-support material, and standardize content delivery. The SABIS Point System® teaching methodology is an interactive and highly efficient step-by-step teaching method ensuring that all students are active participants in class. It also allows for efficient whole-classroom instruction, thus keeping students engaged and learning efficiently.

REGULAR ASSESSMENT (INCLUDING INTEGRATED TESTING AND LEARNING® - ITL®)

The SABIS® testing system allows for accurate, timely, and effective detection of learning gaps. Tests are developed by regional subject coordinators who, in addition to the school-based academic staff, closely follow up on the students' results through various reports. This timely and targeted follow-up ensures that gaps are filled and that students have the required knowledge. From Grade 5 (Level G), exams can be also taken electronically using the SABIS Integrated Testing and Learning® (ITL®) approach. ITL® permits students to take paperless, computerized examinations and learn what they failed to answer correctly immediately after the examination has been taken, and before they leave the ITL® hall.

DIAGNOSTIC TESTS

Diagnostic tests are administered before the beginning of the academic year in order to place new students in the right grade level. Diagnostic tests are also administered at the beginning of every term to all students, starting in Grade 5 (Level G), to ensure that all gaps have been dealt with.

SABIS ACADEMIC MONITORING SYSTEM® (SABIS® AMS®)

The SABIS Academic Monitoring System® (SABIS® AMS®) tests are objective, criterion-referenced, computer-marked tests that are administered on a weekly basis. They are designed to check student learning, mastery, and long-term retention. Test items are intended to evaluate weekly concepts and mostly focus on factual information. SABIS® AMS® used in Grade 3 (Level E) assesses math skills, and in Grade 4 (Level F) and above assesses English language and mathematics in addition to other specific subjects.

CONTINUOUS ASSESSMENT TEST (CAT) AND PERIODIC EXAMS

These exams assess multi-concept thinking and are administered periodically throughout the term. CAT exams are given for Grade 1 (Level C) to Grade 3 (Level E) twice per term. All subjects are covered in one week of testing. Periodic Exams are for Grade 4 (Level F) and above and they cover different subjects each week. In general, there are two Periodic Exams per week. Two to four of these weekly written exams are given per term in each subject area. The exams include objective questions for a quick check of material taught, as well as short essay-type questions that require higher thinking skills and writing abilities.

END-OF-TERM EXAMS AND FINAL EXAMS

End-of-Term Exams are administered at the end of terms 1 and 2 to determine mastery of concepts taught over a full term. The End-of-Term Exams for the third term are called Final Exams and are comprehensive exams that measure student achievement over the course of the entire academic year. Students in Grade 2 (Level D) and above are provided with study lists and timetables prior to these Final Exams. Note that End-of-Term Exams and Final Exams are not sent home.

MISSED CONCEPTS

The Missed Concepts system is designed to re-test students' progress on concepts they have not grasped. This process can start whenever a SABIS® AMS® assessment has been marked. Applied in ITL®, the Missed Concepts session, generated according to each student's AMS® results, provides a testing environment that allows students to relearn their missed concepts.

ACADEMIC SUPPORT

Students falling behind can benefit from academic support programs. These are mandatory and generally take place during their SABIS Student Life Organization® (SLO®) period.

EXTERNAL EXAMINATIONS

Students are encouraged to sit for external exams to gain college admission. Our graduates obtain outstanding qualifications in external exams and join the best universities worldwide. External exams taken by ISF students (IGCSE, PSAT, SAT, ACT, AP®, IB Diploma) require additional fees payable to the various external examining authorities.

Please contact the School Administration for more details.

SABIS STUDENT LIFE ORGANIZATION® (SLO®)

WHAT IS SABIS STUDENT LIFE ORGANIZATION®?

The SABIS Student Life Organization® (SLO®) is a student-led organization that fosters positive attitudes, behaviors, and peer interaction. Students who join the SLO® are called prefects. Prefects help in maintaining discipline, promoting high social and moral values, developing personality, developing communication and management skills, raising academic standards, organizing activities, and improving the quality of life for students in the school. When students share these responsibilities, they learn and achieve much more and get the opportunity to develop lifelong skills that empower them to make a difference. The Student Life Coordinator (SLC) works closely with the School Administration, teachers, and prefects in order to achieve the above-mentioned goals.

STUDENT LIFE IN THE CLASSROOM

The SABIS® Educational System encourages students to become active participants in the teaching and learning process. This enhances the academic knowledge and managerial abilities of students, and contributes to personality building.

In each SABIS® classroom, there is an academic team comprised of Class Academic Prefects and Group Leaders who provide immediate help to their classmates through assisting teachers with the SABIS Point System® of teaching. Class Prefects are also the student social leaders who help maintain discipline in the classroom and hallways, and ensure that the classroom remains neat and tidy.

Moreover, students who are willing and able are trained by teachers to become Shadow Teachers®. Shadow Teachers® are assigned in each subject and are trained to teach using the SABIS Point System®. They are provided with pacing charts and the needed teaching material.

SABIS STUDENT LIFE ORGANIZATION® DEPARTMENTS

Head Prefect

Prefect in charge of the whole SLO®

Deputy Head Prefects

Prefects in charge of the operation per department in the SLO®

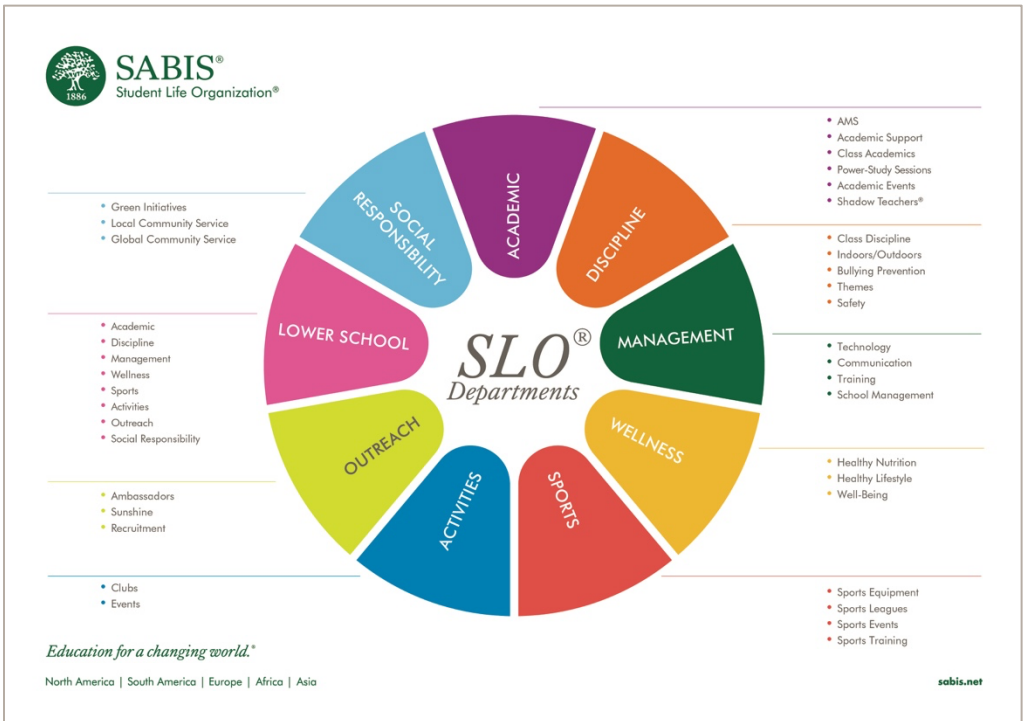
Senior Prefect

Prefect in charge of a branch in a department; departments may have up to 15 branches

Prefects

Prefects assisting the Deputy Head Prefect in the operation per department in the SLO®

The SLO® departments are summarized in the chart below.



BENEFITS OF SLO®

Self-Accomplishment

By joining the SLO®, students acquire a sense of belonging and pride in their school and community. Students also develop leadership, organizational, and communication skills, which prepare them to function better in a challenging and ever-changing world. Furthermore, students in the SLO® raise their academic standards and improve their learning efficiency. The SLO® encourages positive attitudes, behavior, and peer interaction thus enriching the lives of students and allowing them to appreciate diversity.

SLO® Points

Students who successfully carry out their student life responsibilities receive extra student life/merit points in recognition of the extra work and responsibilities they have assumed. Students are awarded more points per hour of involvement for taking responsible roles, and they are encouraged to join as many activities as their time and potential permit. A list of activities available for any particular class or age group can be obtained from the School Administration.

Universities

The SLO® increases students' chances of being accepted at top universities since student life/merit points are eventually translated into recommendations for universities. Good universities are not only interested in high-academic achievers, but also in students who have demonstrated the will to become good future citizens. Universities, therefore, need evidence from the school that the students have contributed to their school community, are good team leaders, and are concerned about other students. The number and kind of merit points acquired by a student provide this evidence.

EXTRACURRICULAR ACTIVITIES

Students are encouraged to develop talents, skills, and techniques; and to pursue interests and hobbies through participation in physical, academic, scientific, and artistic fields. Students may join Mid-day or Afternoon Activities. A list of the various types of activities will be made available at the SLO® office.

SABIS® DIGITAL PLATFORM

SABIS® Digital Platform is designed to help teachers, students, and parents connect to the school environment. Students can retrieve a comprehensive information summary about their school life. They can also remain updated with the school's latest news and events. Parents can read essential details about their children's school performance. SABIS® Digital Platform is controlled by the IT Administrator, who manages user accounts, announcements, settings, E-mails, and reports.

ACADEMIC INFORMATION

SABIS® Digital Platform users have access to the following academic information, just to name a few:

- Exam Material (AMS® Sample Questions; Homework; PrepList; etc.)
- Exam-Related Materials (Exam Concepts/Revision; Basic Questions; CAT Material; etc.)
- Charts (AMS® Charts; Periodic Charts; Homework Charts; etc.)

NON-ACADEMIC INFORMATION

SABIS® Digital Platform users have access to the following non-academic information, just to name a few: calendars, announcements, events, photo gallery, surveys, etc.

STUDY GUIDE FOR STUDENTS AND PARENTS

DIARY

Starting in Grade 3 (Level E), students are supposed to enter all information concerning what has been covered in class and what is to be done as homework in a specially designed school diary. All students, starting in Grade 3 (Level E), are provided with school diaries. The items to be entered for each lesson are: the subject taught, the material covered, the assigned homework, and the date the assignment is due. Parents can assist by checking their children's diaries on a daily basis to ensure that the homework is done and that the material covered in class is properly revised.

HOMEWORK

At ISF, homework is an essential part of the curriculum. Starting from Term 1 in Grade 4 (Level F) and onwards, students will spend time outside of class reviewing and reinforcing concepts taught in class. Homework is not an opportunity to learn new material; however, the extra practice that homework provides is a necessary part of the learning process.

Grade 3 (Level E) and below: In Grade 3 (Level E) and below, it is not a practice to assign homework. It is recommended, though, that parents find time to read with their child(ren) for 10 to 15 minutes each day.

Grades 4 to 6 (Levels F to H): Students in grades 4 to 6 (Levels F to H) have a maximum of 1 hour of homework each day.

Grades 7 to 12 (Levels I to N): Students in grades 7-10 (Levels I to L) should expect approximately 20 minutes of homework per assigned subject each day. In grades 11 and 12 (Levels M and N), the amount of homework per subject increases.

POLICY FOR SENDING BOOKS HOME

Kindergarten and Pre-School (Levels A and B): All books are kept at school. They will be sent home when completed.

Grade 1 (Level C): Books are kept at school except for the reading books, which are sent home daily. All other books will be sent home only when completed.

Grades 2 and 3 (Levels D and E): Books are kept at school except for the reading books, which are sent home daily. A concept list will be sent home one week prior to the CAT and Final Exams. The books that are sent home must be returned to the school daily.

Grade 4 (Level F) and above: Books are sent home with the students. Students have a diary in which they write exactly what has been covered in class and the assigned homework. A study list of the material covered is sent home before the CAT and Final Exams.

Kindly note that for the younger students, our policy regarding sending books home stems from our belief that the academic targets can be reached by restricting learning to school hours. Extending the school day beyond that will eventually have a negative effect on both children and parents. We recommend that parents encourage children to read on a daily basis.

STUDY HABITS

It is strongly recommended that parents help their children in applying the procedures outlined below, and keep following up until these procedures become daily habits.

WHERE TO STUDY

- Preferably in a quiet room, away from the telephone, the TV, or other distractions.
- A flat surface is needed (table, desk) and a straight chair, with a strong source of light. Never study while relaxing on a comfortable sofa or while lying on a bed.

WHEN TO STUDY

Develop a reasonable study timetable. Several checks on the various assignments are better than one “long” check at the end.

- Specify the Starting Time and the Rest Times: These times should be reasonable; consult with your parents and stick to the set timetable. You may want to work for an hour, have a 15-minute break, work for another hour, and then have dinner.
- Plan the Weekend: The weekend should be used to revise the SABIS®AMS® for the following week and Basic Questions covered during the previous week. You should also find time to prepare for the Periodic Tests of the following week. Plan your weekend so that you may have time for both study and relaxation.

WHAT TO STUDY

What to Study on Weekdays:

The best time to complete an assignment is when it is still fresh in one’s mind, i.e. on the same day one has been taught the material. Students who postpone their work place themselves under unnecessary pressure.

What to Study during the Weekend:

- SABIS®AMS: Revise for the first AMS® of the following week. You have already revised for it regularly the previous week, so this should not take more than 15 to 30 minutes. Do the same for each of the AMS® exams of the following week.
- Basic Questions for Periodic Exams: Check what Periodic Exams you have for the following week. First revise the Basic Questions. You have already answered them in the previous week, so this should not take more than 30 minutes per exam. Make sure you can answer each question perfectly well without hesitation. Remember that Periodic Exams also include questions other than the Basic Questions, so prepare for these Periodic Exams aiming for a thorough understanding of the material taught.
- Homework: Complete any assigned homework for the first day of the following week.

What to Study the Night before Periodic Tests:

In general, students in grades 5 to 12 (Levels G to N) have two Periodic Tests every week. The night before the exam should be allocated for brief revision, and not for studying the material for the first time. After a brief revision, students should rest, go to bed early and wake up relaxed, ready to do the best they can in the exams. It is counterproductive for students to stay up late studying the night before an exam. Review regularly so that only a brief revision is necessary the night before the exam. When relaxed and alert, your exam performance will improve.

HOW TO STUDY

All students are advised to proceed as follows:

- Make sure that your study tools are available with you: diary, classwork copybooks, Sample Questions, Basic Questions, and books.
- Open your diary and look at the first lesson of the day. Review the points that the teacher taught during the day, solve the Sample Questions related to every point, and refer to your classwork teacher copybook. In case you face any difficulty while solving the related questions, seek the assistance of your prefect to answer your queries.
- Answer the related Basic Questions.
- Complete the assigned homework.
- Repeat the above procedure for the second lesson.
- For English and other Language(s): Read the assigned pages of the reader thoroughly, at least twice, then study the vocabulary, spelling, and grammar.
- For Social Studies: Study the assigned pages thoroughly.
- Review SABIS® AMS® material regularly. The night before an AMS® test, revise the Sample Questions for the last time. This will increase your chances of retaining the knowledge.

PROMOTION AND RETENTION POLICY

While all subjects are important, some are given more academic weight than others in the marking system. Neither the total average of a student nor the average of a single subject with several sub-subjects can be obtained by simply taking a straight average. Different subjects are given different coefficients; different sub-subjects within a single subject are given different weights. The averages and reports are not produced by the teacher but by the Administration (with the help of the school's computerized SABIS® Student Management System software).

Computer-generated report cards are sent home at the end of the school year. These reports are very important because they contain essential information about the students' progress, together with any comments to the parents. The Final Report gives essential promotion information. Parents who want to discuss the report cards with the concerned staff members need to make appointments through the School Administration.

Students are promoted only when they meet the promotion requirements set by the school. A student who does not achieve these performance levels or higher, and who cannot demonstrate full mastery of all essential concepts in these core subjects, may be required to attend summer school or sit for a retake exam in August. Sometimes, the student may need to repeat the entire grade level the next year, provided he/she does not exceed the age limit for that grade, in which case an administrative decision will be taken for every individual case regarding the student's best options.

COMMUNICATION WITH PARENTS

Communication between home and school helps to bind the students, parents, teachers, and Administration into a team working toward a common goal. The Welcome Event at the beginning of the school year gives parents the opportunity to meet Academic Coordinators and teachers, and to view textbooks for various subjects.

Parent-Teacher Conferences are held twice a year for all grades.

Parent Meetings are held regularly during the year and provide information on the academic program - its contents, goals, and objectives.

Kindergarten to Grade 4 (Levels A to F): Communication between school and home is often necessary at this level. The following procedures should be used to facilitate rapid and appropriate communication:

- Send an E-mail to contact the Kindergarten Coordinator or Primary Academic Coordinator (AC)
- Send written notes to school in the “folder” that is carried daily in the child’s bag to and from school.

During the course of the year, meetings are held for parents of students moving to a different area e.g. Grade 4 to 5 (Level F to G).

If there is a need for communication outside of the opportunities mentioned above, parents are encouraged to contact the relevant Academic Coordinator (AC) to discuss the issue. Individual subject teachers should not be contacted by parents but, if a parent wishes to have a meeting with the teacher, they can request it via the AC.

Parents are required to contact the school to report any of the following circumstances:

- The absence and lateness of the child from school on any given school day. It is recommended that parents report such incidents to the Attendance Office prior to 8:20 a.m.
- Any medical condition that prevents your child from joining his/her P.E. or swimming lessons should be reported to the Academic Coordinator (AC).
- Any medical condition that requires special attention from the school’s end must be provided to the AC in writing.
- Any changes including interruptions of your child’s transportation services must be provided to the AC in writing.
- To inquire about or request a meeting with your child’s AC for any academic related issue.
- Any issue or concern regarding the general behavior code at the school.
- Any safety or security matter that might affect students and/or staff.
- To report or discuss any other important matters or concerns regarding the school not mentioned in this handbook.
- Questions about after-school activities should be addressed to SLO®.

ISF SCHOOL COMMUNICATION PLATFORMS

To help you find the information you need and the right communication channels, please refer to this guide.

SDP

Main platform for parent notifications

- One-way communication from ISF to parents
- General Information – Announcements, upcoming events, weekly updates, newsletters, notifications about school operations, school forms, contact card, policies and handbooks
- Student timetable and exam schedule
- On demand videos and ebooks
- Exam preparation, Student Learning Environment, prelists
- Student progress reports, exam details, report cards

Teams

Main platform for student course communication

- Two-way communication platform for students and staff
- Classroom: course homework; course exam prep; classroom coursework submission
- Homeroom information
- SLO announcements

Email

Time sensitive information

- Two-way communication between parents and ISF
- Time sensitive messages requiring action and/or response
- Any issues or questions outside the teachers provided lesson instructions should be directed to the AQC (ie. student progress, exam information, curriculum question, etc.) via email
- Attendance - parents email attendance@isf-sabis.net if their child is going to be late or absent

Website

Information for internal and potential families

- School information to share with the public regarding academics, school life, enrollment, extracurricular activities, #ISFStories, etc.
- [Parent Page](#) – Student Parent Handbook, Policies, Calendars, Food Service, Extended Day, Book and Supply Lists, Transportation Registration
- ISF Sports Academy and SLO Information and Registration Page

ACADEMIC HONESTY POLICY

PHILOSOPHY

At ISF, we strive to prepare students to meet the academic and social challenges of school and beyond. As part of this preparation, we expect students to be principled and to behave with integrity and honesty. The academic honesty policy provides guidelines for the behavior that we expect.

GUIDELINES AND PRINCIPLES

A principled student will:

- Understand the meaning of academic honesty
- Produce work that is their own
- Appropriately acknowledge the use of others' ideas and words
- Understand and follow the rules for the conduct of examinations
- Understand the difference between collaboration and collusion and realize that collusion is not acceptable
- Understand that being honest extends to all work done at school and outside school

WHAT IS ACADEMIC HONESTY?

- Transparency of ideas in the creation of pieces of work
- Acknowledgement of all sources
- Proper conduct in examinations
- Respect of intellectual property

In ensuring academic honesty, ISF makes sure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

It is essential that all students at ISF understand what characterizes **academic misconduct**.

WHAT IS ACADEMIC MISCONDUCT?

Academic misconduct is a behavior that results in, or may result in, the student or any other student gaining an unfair advantage (or a behavior that disadvantages other students) in one or more assessment components.

It is essential that all students at ISF understand what characterizes **academic misconduct**. Students acknowledge this understanding and agree by signing the [Code of Conduct](#).

Examples of academic misconduct:

- **Plagiarism** is defined as the representation, intentionally or unwittingly, of the ideas, words, or work of another person without proper, clear, and explicit acknowledgment. The use of translated material, unless indicated and acknowledged, is also considered plagiarism.
- **Collusion** is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.
- **Examples of misconduct during an examination** include: taking unauthorized material into an examination (whether the student uses it or not), behavior that disrupts the examination or may distract other students, and communicating with another student during the examination.
- **Duplication of work** is defined as the presentation of the same work for different assessment requirements.
- **Copying** is defined as the copying of another student's work.
- **Falsifying data** is defined as the making up of data in an assignment.

DIGITAL CODE OF CONDUCT

The following [Digital Code of Conduct](#) serves to provide clarity related to the SABIS® expectations of online student behavior while protecting digital privacy and ensuring students' rights and responsibilities.

STUDENT RESPONSIBILITIES

The academically honest student:

DOES

- Document source material in a formal and appropriate manner
- Use direct quotations appropriately
- Understand the concept of plagiarism
- Acknowledge, explicitly and appropriately, help provided by another person
- Reflect on his/her participation and the participation of other members of the group
- Collaborate fairly in a group assignment
- Recognize the difference between individual and group work.

DOES NOT

- Copy the internal assessment work of other students
- Give another student his/her own work to copy
- Use notes or technology during a test unless allowed by the teacher and permitted by the examination rules
- Do homework for another student
- Present material written by another as his/her own
- Purchase and submit pieces of writing written by someone else
- Write essays for other students
- Present artistic or creative work in any medium that has literally been reproduced except in a manner allowed by the teacher or permitted by the examination rules
- Use translated material unless acknowledged
- Submit the same work for more than one assignment unless told to do so by a teacher

TEACHER RESPONSIBILITIES

Teachers are expected to:

- Ensure that personal goal skills (self-management, social, communication, thinking, and research skills) are taught explicitly so that students recognize what properly researched academic work looks like.
- Read and check students work for authenticity (The plagiarism-checking program, Turnitin, can be used as a tool on assignments handed in via MS Teams.).
- Ensure that students are aware of what academic honesty and academic misconduct mean.
- Use MLA (Modern Language Association) as a school-wide standard style guide for effective citing.

Where the authenticity of a piece of work is in doubt and there are suspicions of academic misconduct, the teacher should refer to the procedures and consequences documentation for each of the respective programs.

PARENT/GUARDIAN RESPONSIBILITIES

Parents/Guardians are expected to:

- Help and support students to meet deadlines.
- Let the students do their own work, but help them develop their research and planning skills.
- Make sure that they understand the requirements of the program and what is expected of students.
- Stay in regular contact with the academic coordinator and ask for advice if necessary.

CODE OF CONDUCT

At International School Frankfurt Rhein-Main, we believe that students have the right to be educated in a safe and non-discriminatory environment. To create a safe environment for all our students, we have created a [Code of Conduct](#) that rests on three basic rules:

Respect for themselves;
Respect for others; and
Respect for their own and others' property.

Students are entitled to be treated with respect, courtesy, and consideration by every other student, teacher, and school employee.

BEHAVIORAL EXPECTATIONS

International School Frankfurt Rhein-Main has developed its student [Code of Conduct](#) in order to foster a positive and safe learning environment for our students. The school has a genuine concern for the educational, social, and emotional welfare of the children; therefore, a student's personal conduct not only reflects on the individual, but on the school community as a whole. We believe in the importance of supporting the child by focusing on academic, personal, social and emotional growth. The school aims to develop in students a sense of personal responsibility and an understanding that we are responsible for our actions. We should treat students, teachers, school staff, parents, and other members of our school community with respect. Harmony and productive energy can be achieved when we work together, respect the rights of others, carry out our responsibilities, and treat each other with dignity.

UNACCEPTABLE BEHAVIOR

International School Frankfurt Rhein-Main also recognizes that behaving properly is a process, and that students will not always behave properly or reach expectations. They need guidance and reinforcement. If students misbehave, they will always be given a chance to correct their behavior; however, unacceptable behavior will not be tolerated if it continues. We expect students to respect our [Code of Conduct](#). This code is to be followed on school campus at all times and at all school sponsored events, trips, and functions.

When a student is involved in a disciplinary matter, the student will be given individual attention in a positive, corrective manner. Disciplinary action may range from infractions or warning/behavioral intervention, to detention, and ultimately suspension from school. Parents/guardians are informed of significant disciplinary action involving their child. Questioning or interviewing of students conducted by a school administrator does not require parental notification or consent.

Level of Severity	Range of Actions
Level 1	Written Warnings Infractions School Community Service Loss of Privileges Lunch Detentions Detentions
Level 2	Detentions Saturday Detention
Level 3	Suspension (Internal or External)
Level 4	Suspension (Internal or External) Expulsion

Examples of Acts of Disobedience
(Failure to comply with school regulations)

Acts of Disobedience	Level(s) of Severity
Leaving building without permission	Level 1-3
Violation of dress code, including hats and hoodies	Level 1
Using profanity, vulgar, inappropriate, or abusive language, or any form of inappropriate expression, including name-calling and gestures	Level 1-2
Distributing literature/merchandise/items at a time or place not approved by the School Leadership Team	Level 1-2
Failure to serve a School Detention	Level 2
Failure to serve a Saturday Detention	Level 2
Lying or trying to deceive school personnel	Level 1-2
Littering on school grounds	Level 1-3
Defacing, damaging, misusing, or tampering with the school's or another's property (including computers, the network) / includes being an accomplice	Level 2-4
Insubordination – Failure to follow directions, non-compliance with the reasonable request of a staff member, disrespect toward a staff member	Level 1-2
Forging or altering official school documents, including passes	Level 2-3
Possession of incendiary devices	Level 2-3
Use, possession, or distribution of any tobacco or nicotine product; smoking device, liquid, or accessory	Level 2-3
Disrupting the educational process or climate	Level 2-3
Unexcused absences from classes, and frequent tardiness	Level 2-3

Safety violation (e.g. laser pen, air horn, pollutants, glass containers, etc.)	Level 2-3
Display, activation, or use of cell phones or other electronic devices without administrative and teacher permission (such as, but not limited to, cameras, smart watches, Air Pods)	Level 1-2
Unauthorized use of video and audio electronic recording devices on campus without administrative permission (including cameras and cell phones)	Level 1-2
Plagiarism, cheating	Level 2

Examples of Acts of Misconduct

(Engaging in activity that is harmful to persons or property, or to the order of school)

Acts of Misconduct	Level(s) of Severity
Fighting; direct or indirect involvement in a fight	Level 2-3
Possession or use of a weapon or other object that may reasonably be considered to be a weapon on or about the student's person or on school premises	Level 4
Possession, use, or being under the influence of alcohol or any drug	Level 4
Sale or intent to sell alcohol or any drug	Level 4
Bullying/Cyberbullying - the use of force, threat, or coercion to abuse, intimidate, or aggressively dominate others. The behavior is repeated. One essential prerequisite is the perception, by the bully or by others, of an imbalance of social or physical power, which distinguishes bullying from conflict.	Level 2-4

APPROPRIATE ACTION AND CONSEQUENCES

As a private school, International School Frankfurt Rhein-Main reserves the right to take appropriate disciplinary action, including placing a student on a Lunch or Break Detention, Internal or External Suspension, asking a student to withdraw, or expulsion for activities considered detrimental to the welfare of the school. Parents will be contacted for all offenses deemed serious enough by the Administration to warrant disciplinary action. Any illegal act committed on the school campus may be reported to the appropriate authorities. Under no circumstances will corporal punishment be administered by the school.

MINDFUL REFLECTIONS AND TIME-OUTS (GRADES 1-4)

Mindful reflections and/or time-outs at the Primary School Level (grades 1-4 / levels C-F) can be assigned by the homeroom teacher, classroom teacher, Academic Coordinator (AC), or Student Management Coordinator. The time-out can take place during the students' morning break time or after the student has finished eating his/her lunch. Students in grades 1-3 (levels C-E) do not receive infractions. Interventions such as a "Discipline/Behavior Report" are completed and sent home to inform parents of any disciplinary incident. Parents are required to sign the form and return it to school. The form is then placed in the student's file.

MINDFUL REFLECTIONS AND DETENTIONS (GRADES 4-12)

Mindful reflections, lunch detentions, and/or after-school detentions are assigned by the Student Management Coordinator. All after-school detentions are supervised by a campus supervisor. While in detention, students are required to complete a reflection sheet, and after that any academic work (e.g. homework, reading, etc.). No electronic devices are allowed and sleeping is not permitted during detentions. Detentions start at 4:15 p.m. until 5:00 p.m. and are held in Room 1411. Failure to serve an after-school detention may result in a Saturday detention.

SATURDAY DETENTIONS (GRADES 5-12)

Saturday detentions start promptly at 9:00 a.m. and end at 11:00 a.m. They take place in Room 1411 and are supervised by a campus supervisor. While in detention, students are required to complete a reflection sheet, and after that any academic work (e.g. homework, reading, etc.). No electronic devices are allowed and sleeping is not permitted during detentions. Failure to serve a Saturday detention may result in additional Saturday detentions or in school suspension.

SUSPENSION

All suspensions must be approved by the School Director. The length of the suspension depends of the severity of the violation. In cases resulting in suspension, the following procedure will be followed:

1. The Student Management Coordinator will investigate the case and will interview all parties involved. The student in question will always be given the opportunity to explain his/her version of the incident or misconduct.
2. After due consideration of the case, the Student Management Coordinator, along with the Academic Coordinator (when relevant), and School Director, shall make the decision as to whether suspension is warranted and for what period of time. This process shall take place as soon as possible after the infraction.
3. The Student Management Coordinator shall inform the student and his/her parents in writing of the alleged breach of school rules.
4. Once the suspension has been assigned, the student is not allowed to be on campus for the specified period of time.

The following types of actions may lead to either:

- a) In-School Suspension (ISS) (consequence requiring the student to work isolated from his/her peers on school grounds for a specified amount of time)
- Or
- b) Out-of-School Suspension (OSS) (consequence whereby a student is not allowed to attend school for a specified time)
- Fighting, bullying, cyberbullying, harassing, or threatening a fellow student or faculty member;
 - Disregard for school or personal property;
 - Possession, distribution, sale, or use of illegal or harmful drugs or alcohol;
 - Carrying or using dangerous weapons or objects;
 - Endangering the welfare of others;
 - Vandalism or theft of school or personal property; and/or
 - Repeated violation of school rules.

POSITIVE POINTS

All students have the opportunity to earn positive points when they exhibit any kind of positive behavior in school. Any staff member can assign positive points to any student. Students who receive positive points will be awarded with a certificate that is sent to their parents via E-mail.

ATTENDANCE AND PUNCTUALITY

Students are required to attend all school days and be at school at least 5 minutes before homeroom starts. Chronic absenteeism will have a negative effect on their academic progress. Students in grades 5 to 12 (levels G to N) arriving after 8:20 a.m. must report to the Attendance Desk or reception in the foyer to get a late pass. All students must get a leave pass when leaving early and a late pass when arriving late. Kindergarten and Pre-School students should go directly to their classroom. Students who are absent repeatedly for medical reasons must provide a doctor's note. In the event that parents wish to pick up their child prior to the end of the school day, the Academic Coordinator should be notified in advance.

In extenuating circumstances, when an extended absence request is necessary, the request must be sent to the academic coordinator with confirmed approval. This request must be done 2 weeks in advance for any extended absences.

The school is obliged to inform the German school authorities when repeated unexcused absences occur.

Parents are requested to provide the school with an accurate home address and contact details and to notify the school immediately in case the home address and contact details have been changed. In extenuated circumstances request approval from coordinator must be done 2 weeks in advance for any extended absences.

DRESS CODE AND PHYSICAL APPEARANCE

School Mandatory Dress Code:

- The **ISF polo shirt is mandatory for all students in grades 1-8** for everyday wear and must be visible during the school day.
- The shirt may be purchased in navy blue, burgundy or white. The polo with ISF logo may be purchased at the Bookstore. A plain, logo free polo adhering to the color code is also acceptable.

The school dress code must be adhered to at all times during school hours, including on field trips.

During Cold Weather:

- Students may wear hoodies or sweatshirts with or without the school logo.
- School logo free alternative hoodies and sweatshirts should be plain and of similar colors to the school uniform. They should come with no logos, no statement and no design.

During Warm Weather:

- A clean, white, plain cotton (Hanes or Fruit of the Loom) T-shirt with no logo or with the ISF logo is acceptable during the warmer weather. This **DOES NOT INCLUDE WHITE TANK TOPS**. The ISF T-shirt can be purchased in the bookstore.
- ISF P.E shirt will also qualify as uniform during the warm weather.

- **The school uniform must be seen at all times.**

Not allowed (KG-Gr. 12) – unnatural hair coloring, excessive jewelry or makeup, spaghetti straps, tank tops, short or belly tops, visible undergarments, ripped clothing, shorts and skirts shorter than fingertip length.

Mandatory Sports Dress Code:

- P.E kit must be purchased for all students for P.E lessons.
- The P.E dress code consists of an athletic shirt with the ISF logo, and shorts/pants from the offered range.
- ISF Sports Academy shirt and jersey is also acceptable.

EMERGENCY CLOSURE OF SCHOOL

In the very unlikely event that the school closes and/or in case of an emergency, an SMS message will be sent from the school to the mobile phone numbers that parents have registered with ISF. This message will give the date(s) of the school closure or any other relevant details.

EXAMINATION

Students in Grade 5 (Level G) and above who are absent from an exam are generally required to take a make- up exam scheduled at the discretion of the Academic Coordinator (AC). In case of absences from exams, the student is required to provide a doctor's note. Make-up exams may be harder than the original exam. Students must acquaint themselves with the Exam Hall Rules and abide by them very strictly. Students who fail an exam will be given the option to retake this exam. Cheating is not tolerated and will be dealt with strictly with serious consequences.

FOOD SERVICES

The school caterers offer a hot meal service at lunch time for all students, as well as a kiosk for snacks during breaks for Grade 1 (Level C) and above. Parents can subscribe to the hot meal service for the whole year or students can purchase food on a day-to-day basis. Alternatively, a packed lunch can be brought from home.

ID BADGES

ID badges will be issued to all students and parents. These badges must be used at all times to enter and leave the school. They also provide access to other services such as Sodexo or the library.

These badges should be kept securely and their loss should be reported immediately to the School Administration. Any lost badges will be cancelled and a new badge will be issued for a small fee. Parent ID badges are for parent use only.

Parents should wear their badges at all times when they are within the school campus. Parents are not permitted to go to the first or second floor classrooms or offices without an appointment. Parents with an appointment should collect an appointment badge (marked 'A') from the reception. Please return the 'A' badge to reception after your appointment.

Students must use their own ID card to enter and exit the school campus. Visitors, other than parents, must have prior approval and sign in at the security to acquire a visitor's badge ('V'). Please return the 'V' badge after your visit to security.

INSURANCE

The school cannot accept any liability for personal belongings and valuables if these items were to become lost, stolen, or broken; inclusive of musical instruments, devices, and other student-owned property. We recommend all parents to take out a Haftpflichtversicherung (personal liability insurance). This covers cases of liability for injury or damage to other persons or their property caused by you or a family member.

LEAVING THE SCHOOL CAMPUS

Students must not leave the school campus during school hours for any reason without the approval of the Administration. Parents wishing to take their children before the end of a school day must submit a request in advance. Students leaving early have to be collected by an approved person assigned by their guardians, and the guardian must send an E-mail to the ISF Attendance unit at attendance@isf-sabis.net

MEDICAL

The nurse is available in the health center during school hours. Sick students should stay at home, but students who feel sick during the day may report to the nurse. Students who have been sent home sick should not come to school the next day, not even for an exam. When returning to school, students who were absent for three consecutive days or more must bring a medical report clearly stating the reason for absence. The medical report is essential if the student needs special care or treatment, or needs to continue taking medication. Medicine to be taken during school hours must be sent to the nurse with parental authorization. Upon the recommendation of the school nurse, the Administration gives permission to a student who is sick to leave the school during the school day. Students absent from a Periodic Exam cannot attend classes on that day.

For more information about our Health Center, please visit the [Health Center Guidelines and Useful Information](#).

MOBILE PHONES AND OTHER ELECTRONIC DEVICES

All students must adhere to the [Technology Acceptable Use Policy](#) while on ISF campus. Students are not allowed to bring electronic devices to school with the exception of the tablet comprising the e-books that are required from Grade 3 (Level E). Mobile phones are permitted for use only outside school hours and are not allowed to be used during the school day. They must be kept out of sight or in cubbies. Grades 11 and 12 (Levels M and N) may only listen to music through suitable headphones and only when in private study. They may not listen to music in public spaces. In case of an emergency, students will be permitted to call their guardians from reception.

PRESENTS AND BIRTHDAYS

Students and parents are requested not to bring presents to the teachers/staff members for any occasion. Student birthdays can only be celebrated once permission has been granted by the Kindergarten Coordinator (Kindergarten and Preschool / Levels A and B) or Academic Coordinator (Grade 1 / Level C and above).

SEATING PLANS AND SECTIONS

Students are placed in sections and assigned seats according to their academic needs. Changes of seating and sections are done by the Administration when it considers that to be in the best interest of the student.

SCHOOL DECISIONS

Students must abide by the school rules and accept school decisions in all matters, whether they are included in these rules or not, since it is not possible to include all details in any written document. Parents and students with questions about these rules are encouraged to speak to the relevant member of the Administration.

Failing to abide by the school rules and policies will have consequences that vary depending on the severity of the infraction, the history, and the age of the student, among other reasons.

Such corrective actions and consequences might include, but are not limited to: advising students, meeting with parents, break-time, after-school, or Saturday morning detentions, suspension, and ultimately expulsion from the school.

TRANSPORTATION

For the school year 2022-23, parents have the option to choose between two transportation companies that have presented offers to ISF: Reisedienst Menexes and Kleinbus Reich. Parents who use the transportation service should note that the contractual agreement will be between parents and the selected company, and that ISF will play no part in this contractual agreement. Students travelling with Reisedienst Menexes or Kleinbus Reich are expected to behave and sit in their seats at all times. Parents are responsible for informing the taxi service of any changes to the pick-up or drop-off days/times.

TIDINESS

Students are expected to keep their classrooms, lockers, cubbies, public areas, and school clean and tidy at all times. Students are responsible for their desks and the area around them.

TRANSCRIPTS

A transcript is the official record of all work undertaken at ISF and its results. Transcripts are available from Grade 1 (Level C) and are the appropriate documentation for use when students apply for transfer to either schools or universities. Up to five transcripts are provided by the school, free of charge. Additional transcripts are available for a fee of €5 each. Please allow at least five working days for the processing of the transcript during the school year and a minimum of three to four weeks at the end of each term. (Students must have completed at least one full term of school in order for us to be able to produce a transcript.) If requested, ISF will also prepare an accompanying letter of recommendation for the new school. All financial obligations must first be met before these records can be released.

VALUABLES

Valuables, jewelry, and large amounts of money should never be brought to school. The school cannot be held responsible for the loss of any item.

Lost and Found: Please mark all items, including clothing, with your child's name. If a student loses something, s/he may recover it from "Lost and Found" located opposite the nurse's office. High value items such as glasses, wallets, keys, jewelry, and money are kept at the reception.

ISF CONTACT INFORMATION LIST



ISF

International School
Frankfurt Rhein-Main

School Contacts

Corina Rader
School Director
E-mail: crader@isf.sabis.net

Micaela Villard-Brand
Coordinator KG/PS
E-mail: mvillard-brand@isf.sabis.net

Cristina Jarque
Coordinator Grades 1 - 4
E-mail: cjarque@isf.sabis.net

Usha Srivastava & Indira Haerberlin
Coordinators Grades 5 - 8
E-mail: usrivastava@isf.sabis.net
& ihaeberlin@isf.sabis.net

Ana Martin Martin
Coordinator Grades 9 - 10
E-mail: amartinmartin@isf.sabis.net

Dirk Lehmann
Coordinator Grades 11 - 12
IB Coordinator
E-mail: dlehmann@isf.sabis.net

Adrienne Hannon
Student Life Coordinator
E-mail: ahannon@isf.sabis.net

Richard Koffi
Student Management Coordinator
E-mail: rkoffi@isf.sabis.net

Admission + Withdrawal
Coordinator
E-mail: registrar@isf.sabis.net

Attendance
E-mail: attendance@isf.sabis.net

Discipline
E-mail: supervisor@isf.sabis.net

Health Centre
E-mail: nurse@isf.sabis.net

Library
E-mail: librarian@isf.sabis.net

ISF Sports Academy
E-mail: sportsacademy@isf.sabis.net

Student Life Activities
E-mail: activities@isf.sabis.net

Transcript Requests
E-mail: ist@sabis.net

Tuition & Fees
Payment Inquiries
E-mail: accountant@isf.sabis.net
General Inquiries
E-mail: registrar@isf.sabis.net
School Place Reservation Fee
E-mail: office@isf.net.de

Universities & Careers Counsellor
E-mail: univ-counsellor@isf.sabis.net

IB Coordinator
E-mail: IB-Coordinator@isf.sabis.net

SABIS® Digital Platform
E-mail: SDP@isf.sabis.net

Food Service
VielfaltMenü
E-mail: isf.3192@vielfaltmenue.com

Transportation
MC Reisen
E-mail: mc-reisen@web.de
Kleinbus Reich
E-mail: info@kleinbus-reich.de



Member of the
SABIS®
Network

Strasse zur Internationalen Schule 33
65931 Frankfurt am Main

Tel: +49 69 954319-710 **Fax:** +49 69 954319-799
E-mail: isf@sabis.net isf.sabis.net

RECEIPT OF STUDENT-PARENT HANDBOOK

Please sign and return this page to the students' homeroom teacher within five school days. Your signature means you have received this handbook, read it, and agree to comply with all the provisions herein.

Student Name -----

Student Signature -----

Grade and Section -----

Parent Signature -----

Date -----

ISF International School
Frankfurt Rhein-Main
Verwaltungs-GmbH

Strasse zur Internationalen
Schule 33
65931 Frankfurt am Main

Tel: +49 69 954319-710
Fax: +49 69 954319 -799
E-mail: isf@sabis.net
isf.sabis.net