

**DEUTSCHE BOTSCHAFTSSCHULE TEHERAN**

**INTERNATIONAL SECTION**

**PYP Parent Handbook**

**KG 1 – Class 5**





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## Introduction

The International Section of the German Embassy School was founded in January 2012.

Ever since, we have been welcoming and educating children from KG1 to Class 8 from many different nationalities.

## Values

Our school believes in:

- Excellence: We strive to do our best in creating an inviting and nurturing place for all students to reach their full potential and develop into productive global citizens.
- Respect: We care for ourselves, others, our community and our environment.
- Integrity: We demonstrate integrity by being truthful and fair.
- Innovation: We encourage critical thinking and foster a culture of enquiry and creativity.

## Mission Statement

"There are only two lasting bequests we can hope to give our children. One of them is roots, the other wings." Johann Wolfgang von Goethe.

The German Embassy School Tehran seeks to nurture its students so that they grow the roots for a lasting foundation of essential academic and life skills. We aim to foster a culture of lifelong enquiry, discussion and learning that will help develop active members of a global community who will promote world peace and international-mindedness.

In the supportive and safe environment of the German Embassy School Tehran, students participate in a range of academic and extra-curricular programs which are challenging and confidence building. Rigorous assessment is integral to our program and ensures its effective implementation.





In this international and inclusive community of dedicated educators and students that is the German Embassy School Tehran our students leave with a sense of greater understanding and tolerance of multi-cultural issues to take their place more confidently in this ever-changing world.

## The PYP Program

The International Section of the German Embassy School Tehran is a candidate school\* for the International Baccalaureate (IB) Primary Years Program and will have the authorization visit in April 2018.

IB World Schools share a common philosophy—a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programs of international education that share a powerful vision.\*\*

\*Only schools authorized by the International Baccalaureate can offer any of its four academic programs: the Primary Years Program (PYP), the Middle Years Program (MYP), the Diploma Program or the IB Career related Certificate (IBCC).

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

For further information about the IB and its programs, visit [www.ibo.org](http://www.ibo.org).





## Learner Profile

As a PYP candidate school, we aim to develop the following “IB Learner Profile” characteristics within our learning community:

- |                 |               |
|-----------------|---------------|
| – Inquirer      | – Open-minded |
| – Knowledgeable | – Caring      |
| – Thinker       | – Risk-taker  |
| – Communicator  | – Balanced    |
| – Principled    | – Reflective  |

Your child will hear about these 10 Learner Profile attributes in school and they will also be recognized for demonstrating these attributes during Elementary School Assemblies.

You can help by talking with your child about these and what they mean to them. Use the language at home. For example, when you see your child helping someone, praise them for being caring.

## Overview of the PYP Program

The IBO Primary Years Program uses six transdisciplinary themes as the headings under which children’s learning is planned. These themes are designed to be broad enough for any age child and suitable for any international setting. KG1-2 classes are only expected to cover 4 of the six areas during each year, whereas KG3-Class 5 will cover all six areas.

- Who we are
- Where we are in place and time
- How we express ourselves



- How the world works
- How we organize ourselves
- Sharing the planet

The six transdisciplinary themes help teachers to develop a **Program of Inquiry**. These inquiries are investigations into important ideas. Although the inquiry is planned by the teacher, children are expected to have input into the direction of the inquiry. All learning is usually through practical, hands on activities which are fun and challenging for the children. Each unit of inquiry or area of learning will usually last for several weeks and some may be revisited at different times of the year. Our Program of Inquiry can be found on the website.

There are then **five essential elements** in the PYP curriculum framework. Teachers focus on all these four elements to construct a rigorous and challenging primary education curriculum that is transdisciplinary, engaging, relevant, and significant.

These are:

- Concepts – Big Ideas which allow children to make sense of the world and connections throughout their learning.
- Knowledge – The knowledge children need to acquire to understand the concept
- Skills – thinking skills, research skills, communication skills, self-management skills, social skills
- Attitudes - develop attitudes that will lead to international-mindedness. These are the Learner Profile and Attitudes.
- Action - take action as a consequence of their learning. This can be as simple as talking about what they have been learning at home or bringing something into school that is related to a concept they have been learning about at school.



## Parental Support

The school is proud of its high standard of teaching and learning and the quality of classroom programs.

Parents are encouraged to support their child's learning by ensuring that:

- Children arrive at school on time and attend school regularly
- Homework is completed and personal reading habits are well established
- Students have a quiet area to complete their homework
- Recreational reading is promoted during the day and at bedtime
- Tasks which require the use of simple mathematics (measuring for baking, shopping etc.) are used to promote numeracy skills
- Children have the opportunity to take on, and sustain, age appropriate tasks within their own household such as tidying their room, feeding their pets, etc.
- Children have a regular bedtime and get enough sleep every night
- Their child's use of technology (smart phones, tablets, etc) is monitored and limited to a reasonable amount of time
- Children's school snacks are healthy and nutritious





## A-Z of SCHOOL ACTIVITIES & ADMINISTRATION

### Absences

All absences or lateness should be explained by a telephone call to the school office by 07:45. If a student has been absent, they must bring a note to their homeroom teacher on their return to school, with an explanation for their absence.

If a child is absent for more than 3 days, a doctor's note has to be submitted upon their return to school.

Extended leave may only be granted by the Principal, following a written request from parents for the student to be absent from school. Permission is not automatic. Please note that the number of absences is reflected in the student's report card.

**According to the school policy, students who missed more than ONE THIRD of the school year, will have to repeat the year as this means that they have missed out on too many lessons to be able to cope with a more challenging grade level.**

**If students has missed more than a quarter of the school year, they will only be conditionally admitted to the next grade level. The final decision as to whether they can stay or they have to repeat the previous year, is made within eight weeks of the start of the new academic year.**

### Admissions and Registration Requirements

After completing the application form and submitting the required documents such as a copy of the passport, a copy of the last report card and letter of recommendation (optional), prospective students are asked to attend an assessment session. Children applying for a place in the Early Years will be assessed alongside one parent, as the assessment is mostly verbal and requires information from the parent. Children applying for KG3 - Class 5 will have an assessment in English and Maths.

Once this assessment is complete, parents will be informed of the results and invited back to the school for an interview with the Headmaster and the Head of the





International Section. In light of the assessment and the interview, the management makes a pedagogical decision as to whether the school would be able to provide the best environment for each, individual child.

There is a non-refundable assessment fee, and assessment does not guarantee admission.

You will receive a letter informing you of the outcome of your application within a week from the interview. Outcomes may vary between acceptance, provisional acceptance, conditional acceptance or rejection. Only after a letter of acceptance has been received, can a student be formally registered.

Students with an Iranian passport are required to obtain a special permit from the Iranian Ministry of Education for the school to be able to register them.

### Arrival in the Morning and Pick-up in the Afternoon

School supervision in the school arrival and playground area commences at 7:25 am. Students are, therefore, advised not to arrive before this time.

The school cannot be held responsible for any accident occurring before 7:25.

Students must be picked up after the last lesson of the day in their class timetable unless they have signed up for an after-school activity or club. Students who take the school bus have to follow bus schedules. Please note that there is no supervision after 3:30.

The pickup of children can only be done by people who have been authorized to have a DBST security key card. This is for the safety and protection of your child.

### Assembly

The school holds regular assemblies throughout the year. Assemblies are a good opportunity for students to gather together to receive announcements and awards, be commended for their work, give drama or music performances and share work completed in class.





From time to time, the school receives visits from prominent personalities who will speak or perform for the students.

Parents receive invitations to special assemblies such as the end of year assembly.

## Bullying and Inappropriate Behavior

Students are expected to behave respectfully both in and out of the classroom. The School regards any incidence of bullying, verbal abuse or aggressive behavior with extreme seriousness. We also take a strong stance against any anti-social behavior.

If you believe your child is the victim of bullying, it is essential that you call the school and talk to the homeroom teacher, the Head of the International Section or the Principal as soon as possible.

Prompt action with the school is your best option.

## Buses

School buses are available for students to travel to and from school. For details regarding this service please see the bus rules in the appendices.

## Calendar

Please find a copy of the school calendar at the reception area. The school calendar includes the school holidays for both terms and is subject to change. Please plan your trips accordingly to prevent your child from missing school days.

## CampusCard

The DBST CampusCard of the German Embassy School Tehran is handed to every person, who is authorized to enter the school. This CampusCard is to be used at the front gates, in order to pass them. With this card both students and parents are able to pay for drinks and food in the canteen and also in the Coffee Shop. The price will be typed into the card reader by our colleagues. To recharge the CampusCard our colleagues at the reception desk are available on Sundays, Tuesdays and Thursdays





during the first and the second break for the students and every day from 7:30 – 9:00 and 13:00 – 15:30 for the parents. Out of these hours recharging is not possible.

With the DBST CampusCard the students are able to buy notebooks, folders, crayons, water colors, set squares etc. at the reception. The invoice amount will be subtracted from their card. By showing the printed receipt at the library the students will then receive everything they bought.

The student's lockers are also to be opened by their DBST CampusCard.

At the end of the school year the rest amount of the credit on the card will be transferred to the next school year. When leaving the school the rest amount of the credit will be refunded.

## Canteen

At DBST, we know that growing bodies and hungry minds need the right fuel. Just like meals at home, we make sure that our canteen offers a healthy, hearty lunch menu.

Hygiene and strict quality control of food are top priorities. That's why our school administration staff and Parent Committee are on hand to collaboratively design school canteen menus that are both nutritious and delicious. The monthly menu is posted on the website at the beginning of the month. Hard copies can be made available to parents upon request.

Lunch includes a salad, main dish and desert. It is included in the school fees.

## Cell phones

Students are expected to keep their cell phones off during school hours including breaks. If a student uses their cell phone, the school will take disciplinary measures based on the school's cell phone policy (please see the appendices). The cell phone policy is made clear to students and parents at the start of the school year.





## Class timetables

Each class in our school has its own timetable, a copy of which will be handed out at the beginning of the year.

This will assist your child to know when to bring library books, sports clothes etc. Please note that this is subject to change.

The day is broken down as follows:

Period 1: 07:45 to 08:30

Period 2: 08:35 to 09:20

Break

Period 3: 09:40 to 10:25

Period 4: 10:30 to 11:15

Break (KG3 - Class 3 lunch time)

Period 5: 11:40 to 12:25

Period 6: 12:30 to 13:15

Lunch (Class 4 - 5)

Period 7: 13:50 to 14:35

Period 8: 14:40 to 15:25

## Clothing for PE

When children are undertaking a physical activity, such as physical education and sports days they should wear clothing that allows freedom of movement, for example stretchy sports pants, a t-shirt and correct sports shoes.

## Clubs

Clubs are a variety of extra-curricular activities which encourage and help students develop a wide range of skills. The Club Coordinator organizes the clubs and gives information about them in the 2nd week of Term 1, a list of offered clubs goes home



for parents and students to view and to select from. The clubs start running from week 3 of the academic year.

Participation in clubs will be mentioned in report cards.

The school fee is inclusive of the clubs. However, in special cases (e.g. Jewelry Making Club), parents may be asked to pay for extra materials.

### Coffee Shop

The Coffee Shop is open every day from 7:00 – 16:00. In order to pay in the Coffee Shop one has to use the CampusCard. It can be charged at the reception desk.

### Consultation, Engagement and Communication

All school staff value an open, transparent and positive relationship with parents.

Parents are encouraged to make an appointment with teachers to discuss their child's progress, especially if there is an area of concern.

For classroom matters, your first contact should be with your child's teacher. Please contact the school receptionist who has the information on each teacher's consultation periods to arrange a meeting time or check the DBST homepage.

Please refrain from paying unannounced visits to your child's class to talk to teachers as this disrupts the teaching and learning.

If, after contacting the relevant teacher, you still have questions or concerns, please make an appointment to see the Head of the International Section or the Principal.

For administration-related issues (e.g.: food, maintenance, bus services ...) please contact the administration staff.



## Contacting the School

Tel: (98) 21- 2260 49 02-03

(98) 21- 22618657

(98) 21-22618659

(98) 21- 22616694

Email: [administration-is@dbst.de](mailto:administration-is@dbst.de)

## Curriculum

Implementing the Primary Years Program (PYP) at the International Section of German Embassy School will encourage our students to become life-long learners and will equip them with the academic and life skills to be responsible citizens in a rapidly changing global society. The PYP provides an opportunity for learners to construct meaning, principally through concept-driven inquiry. Traditional academic subjects are part of the program but the PYP emphasizes the interrelatedness of knowledge and skills through a transdisciplinary program of inquiry. The most important premise of the PYP is that children learn through their own curiosity – and that it is the school’s responsibility to encourage them to be curious, to ask questions, and to explore ways of finding answers to their questions. This is called Inquiry Based Learning, and it shapes the entire program.

The school has developed its own program of inquiry based on the six transdisciplinary themes and follows the IB scope and sequence documents for KG1 to Class 5.

## Disciplinary Measures (Detention, Suspension, Expulsion)

When a student repeatedly disregards the class rules and positive redirection fails, a variety of consequences including detention, suspension or expulsion may result.



- The loss of a specific privilege at school may be sufficient disciplinary consequence. This is determined by the degree of misbehavior and decided by teachers.
- Students may be put on a behavioral and/or academic contract to help improve their performance.
- Detention may be assigned during school hours at breaks and/or lunch or after school hours as necessary. Parents are informed through the secretary and are responsible for arranging transport if needed.
- For more serious issues, suspensions may be issued. The student is responsible for obtaining and completing any assignments during the period of absence due to suspension. This will be decided by a class conference with teachers and the Head.
- Expulsion may be used if suspensions have failed to modify the student behavior or if there have been serious or repeated infractions. This is also the decision of a class conference in which teachers, the Head and the Principal participate.

## Dress Code

The school does not enforce a particular dress code, but students are expected to dress appropriately and sensibly.

## Drills

The school has drills at least twice a year in order for students to be aware of the appropriate responses in emergency scenarios such as earthquakes or fire.

## Drivers

All private drivers are issued an ID card without which they cannot collect a child. Drivers are not allowed to enter the school and have to use the special designated area at the gate to meet the children at pick-up time.



If a new driver is assigned to pick up your child, please notify the school so a new driver ID is issued.

If you change drivers, kindly inform the administration.

## Early Dismissal

Throughout the year, school will occasionally dismiss after 6th period. Reasons for this vary from emergencies to professional development for teachers to special events. Notice for early dismissal (except for emergencies) will be sent out to parents a minimum of one week ahead of time.

Also, the school will be closed to students a few times a year when there is a professional development workshop for teachers. Parents will be informed of this through school newsletters.

## Earthquake Emergency Supplies

The school's Earthquake Procedures require every child to have an emergency bag at school. In case of an earthquake, the contents of this bag should provide your child with necessary items to survive.

Parents receive empty earthquake bags from the secretaries at the time of registration. These bags must be filled as instructed and returned to the secretaries. The school stores these bags along with other emergency supplies.

## Events

Events are an important part of our school life. We celebrate student's learning (e.g. Science Fair, International Day, Book Month) as well as special occasions (e.g. Christmas, Norouz, etc) throughout the year. The main events usually involve both the German Section and International Section.

A schedule of upcoming events is always included in the newsletters which are distributed regularly.





## Exemption from PE

Temporary or permanent exemption from Physical Education can be granted if a pupil is ill or injured, and a doctor's note is required.

## Exhibition

Encouraging in-depth collaborative inquiry, Class 5 students carry out an extended, in-depth, collaborative project known as the PYP exhibition in their final year of the program.

The PYP Exhibition involves students working collaboratively to conduct an in-depth inquiry into real life issues or problems. Students collectively synthesize all of the essential elements of the PYP in ways that can be shared with the whole school community.

This provides teachers with a powerful and authentic process for assessing student understanding. The exhibition also represents a unique and significant opportunity for students to showcase the attributes of the IB learner profile developed throughout their engagement with the program.

The PYP Exhibition provides the school and students with a wonderful opportunity to celebrate the transition of learners to the next phase of their education.

## Field trips

Classes are encouraged to move out of the traditional classroom environment whenever an appropriate opportunity arises. These trips expose students to learning experiences that cannot be duplicated inside the classroom. Visits are made to places of interest in our immediate locality.

A letter with information about the trip (e.g: objective, destination, departure time and any other relevant details) is sent home along with a consent form to be signed by the parents at least a week before the trip.



## Grade Level Placement

It is recognized that students do their best work in school when they are placed in a grade with other students of their same chronological age. The table below shows our year levels and comparative grades at different entry ages in British and North American systems.

We recognize that there may be differences in opinion of parents or students regarding grade placement as a result of a transfer from a different educational system, different program of studies, or a system based on a different calendar year. However, the school reserves the right to make all final determinations regarding grade placement.

GRADE LEVEL PLACEMENT Grid

AGE AS OF SEPTEMBER 1	DBST-GS	DBST-IS	ENGLAND "YEAR"	NORTH AMERICA "GRADE"
3 YEARS OLD (POTTY TRAINED)	KINDERGARTEN	KG1	FS1 (NURSERY)	.....
4 YEARS OLD (POTTY TRAINED)	KINDERGARTEN	KG2	FS2 (RECEPTION)	PREK
5 YEARS OLD	PRE-SCHOOL	KG3	1	KG
6 YEARS OLD	CLASS 1	CLASS 1	2	1
7 YEARS OLD	CLASS 2	CLASS 2	3	2
8 YEARS OLD	CLASS 3	CLASS 3	4	3
9 YEARS OLD	CLASS 4	CLASS 4	5	4
10 YEARS OLD	CLASS 5	CLASS 5	6	5
11 YEARS OLD	CLASS 6	CLASS 6	7	6
12 YEARS OLD	CLASS 7	CLASS 7	8	7
13 YEARS OLD	CLASS 8	CLASS 8	9	8
14 YEARS OLD	CLASS 9		10	9
15 YEARS OLD	CLASS 10		11	10
16 YEARS OLD	CLASS 11		12	11
17 YEARS OLD	CLASS 12		13	12





## Guardianship Notice

Students are required and expected to have proper home supervision by a parent. If due to an emergency a parent will be out of town and a student will not be under direct supervision, please send a formal letter to inform the school as to who will have guardianship responsibilities during your absence and provide the emergency care details.

## Homework

Proper amounts of meaningful homework are given to reinforce and extend what is learned at school. The school strongly suggests that parents set up a regular, designated time and place for students to do their homework. Such procedures reinforce study habits learned in school and promote better concentration. Students should be encouraged to be responsible about completing assignments and bringing them to school when they are due.

Primary students should devote some time every day to reading independently as well as completing homework tasks. Children in Class 3-5 are to be personally responsible for the completion of their homework and must be held accountable when not handed in.

The school recognizes that many children have after school tuition at home. We suggest that parents monitor their child's homework and contact their child's teacher if the work assigned is too difficult, or taking too.

## Illness at school

No student should be sent to school if they are clearly unwell. Should a child's health be of concern, parents will be contacted and asked to pick up their child from school since the medical room is only equipped to provide temporary accommodation. Sick children are happiest and safest when at home being cared for by their own family.



In the case of a contagious illness, a doctor's note clearing the child from symptoms is required before returning to school.

## Injuries/Emergencies

It is important that the school has accurate emergency contact telephone numbers for your child. An additional contact (such as a work colleague or friend) is also valued in case parents cannot be contacted.

If you change your address, phone number(s) or work place, please notify the school office immediately.

In the event of an accident, the families will be informed as soon as possible. In the case of a serious injury, an ambulance will be called.

If there is a serious injury, an accident report is also completed which is filed with the school and can be used for insurance-related purposes.

The school's nurse is available for small injuries, headaches, stomachaches etc.

## Jewelry

For safety and security reasons, jewelry should not be worn to school.

## Lateness

The school places a high value on student punctuality. If a student knows they are going to be considerably late please call the school to notify them. Lateness is documented by homeroom teachers and reflected in report cards. In KG3, repeated lateness can result in not being admitted to Class 1.

## Languages other than English

All students receive Farsi lessons from Class 1 and German lessons from Class 2 every week as part of their classroom program. A communicative teaching approach is utilized whereby students are encouraged to participate using oral and written skills.



## Learning support

Should a teacher decide that a child requires additional support in core subjects, the school will try to provide assistance through in-class support through team teaching and/or holding extra sessions, subject to school resources and class time tables. There will be a charge for extra learning support.

## Library

All students are timetabled to visit the library as part of their classroom program and are expected to borrow books each week as well as being encouraged to use the facility at other times. Our rich and regularly updated library is managed by a full time librarian as well as a PYP teacher-librarian. It is open 7:30 - 16:00 Sunday to Wednesday and 7:30-3:30 on Thursdays. Books or DVD's that are lost or not returned will be billed to your account.

Age-appropriate DVDs are also available at the library.

## Lost property

All children's clothing and property should be named. Lost property is stored in the Lost and Found Box which is kept in the administration. Parents are encouraged to check the boxes regularly to collect lost items. All unclaimed property is given to charity after a given period of time.

## Meetings and Conferences

At the beginning of the year, teachers meet with parents to introduce them to class expectations, the overview of the class curriculum, policies on homework and other details specific to each class. Please note that this is a group meeting and does not provide time to discuss individual students. Concerns and questions about specific students should be addressed by appointment with the relevant teacher.



There are two Teacher-Parent Conferences during the year in which teachers meet with parents to talk about the performance and progress of individual students. Please see the table below for more details.

## Money

Students are advised not to bring a large amount of money to school. The school will not be held responsible for any losses of money or valuables.

## Parents Council and Parents Representatives

During the Meet-the-Parents Evening, which is usually held in September, parents of students in each class elect a representative and a deputy. The parents' representatives cumulatively form the Parents Council which meets regularly with the School Director, Head of IS and a member of the School Board.

The Head of the Parents Council and the deputy are elected in the first meeting every year (Oct). In Parents Council meetings, Head of IS gives a report about relevant school issues. The Head of Parents Council acts as a mediator to facilitate discussion of the items on the agenda. The Head of the Parents Council communicates the issues and the meeting outcomes to the Board once a month.

Event	When	Aim
Meet the Parents Evening	September	Parents meet their child's class teacher and are informed of future events and curriculum outline.
Parent – Teacher Conference	November	Parents meet their child's teachers and discuss child's progress and set targets.
Parent – Teacher Conference	May	Parents meet their child's teachers to review progress, discuss achievements and set targets.



## Parents entering the school

Parents are not permitted to enter the teaching/ classroom areas of the building during the instructional time of the school day, but they are always welcome to spend time in the coffee shop.

For Primary this is between 07:45 and 15:25.

Parents of KG1-2 are welcome to drop off their children at their classrooms (using the side door only!), however parents should leave the school building once this has been done.

## Parent involvement

Many activities require parent involvement both inside and outside the school. These include: assisting with events, supervising the canteen, coming to class as a guest speaker, etc. If you feel you could contribute in any way to enrich the teaching and learning at the school, please inform your child's class teacher.

## Professional Development

Like our students, our teachers are also lifelong learners. In fact, ongoing education and professional development is a requirement for all our teachers at every level, ensuring that they stay up-to-date with new trends and learn fresh strategies, techniques and methods for classroom challenges. Therefore, our teachers are provided with a range of professional development opportunities, from in-school sessions to online courses and training abroad.

This may sometimes mean that the school has to close to the students so the teachers can have their professional development on a weekday. Parents would be informed of this at least a month in advance.

## Report Cards

Report cards are issued and handed out on the last day of each term.





Report cards are not submitted, if school fees have not been fully paid.

## School Fees

See Terms of Payment.

## School Property

Students are responsible for the care and maintenance of the school property such as buildings, equipment, books, etc. Students who willfully cause damage to school property shall be subject to disciplinary measures.

Parents and guardians of students shall be held accountable for damage caused by students and are expected to pay the costs.

## Security

The guards at the entrance check ID and register all visitors. It is necessary that all visitors wear the visitor ID badge indicating that they have registered with school security. While on school property, parents are encouraged to report any suspicious behavior to staff members.

Please note that for security reasons, taking pictures of children during school hours is strictly prohibited.

Private drivers who drop off or pick up the children are not allowed to enter the campus and must wait in the designated area at the gate.

Visitors are not allowed to attend classes under any circumstances.

## Ski Week

This is a fantastic event and a very popular tradition at DBST! Children in Class 4 to Class 8 from both the International and German Section go on a memorable ski trip for a week to a world class ski resort outside Tehran. The students are accompanied by teachers, a doctor and a nurse. Experienced local instructors are hired to instruct and assist the students on the slopes.





The trip is very well liked by the school community and provides the students with a chance to not only enjoy the great outdoors and improve their ski skills, but also develop their social competence in and out-of-school context.

Children in KG3 – Class 3 go on a day trip to Abali in February for a fun day in the snow and parents are welcome to come too.

## Snacks

We encourage healthy eating and request that snacks brought from home are not junk food or high on sugar (sweets, chocolate). Typically, snacks could be sandwiches, sushi, fruit, or raw vegetables such as carrots. We also request that foods with nuts (or nut oils) are not brought to school as nut allergies can be life-threatening.

Drink bottles should contain water rather than sugar-based soft drinks or high sugar fruit juice.

## Staff

Each primary class has one or two homeroom teachers to whom the class is assigned. The homeroom teacher is the main person in charge of the class and teaches all the core subjects. Certain subjects such as German, Farsi, Music, Art and PE are usually taught by specialist teachers.

Although there is a joint responsibility of care for all staff members towards the students, homeroom teachers are primarily responsible for the pastoral care and safety of the students in their class.

## Street Crossing and Parking Safety

Parents/caregivers are asked NOT to double-park or park cars near the school entrances. This creates a safety hazard for young children. Those crossing Keshani Street are asked to do so carefully at all times in order for children to learn by example.



## Student representation

To promote the concept of democracy and develop a sense of responsibility among the children, students from Class 4 and up elect a class speaker and deputy by the end of the second week of school. The class speaker communicates the issues raised by peer students in class and works with teachers towards resolutions.

Students from Class 6 and above can nominate themselves to be elected as the IS School Speaker. The School Speaker is the Head of the Student Council which holds regular meetings to discuss student issues.

The class speakers along with the School Speaker form the Student Council.

Students also elect a Teacher of Trust who supervises and assists the Student Council.

## Supplies and Textbooks

Our teachers use a range of rich resources in all core subjects to provide students with rich learning opportunities. For each subject, notebooks are given to students free of charge.

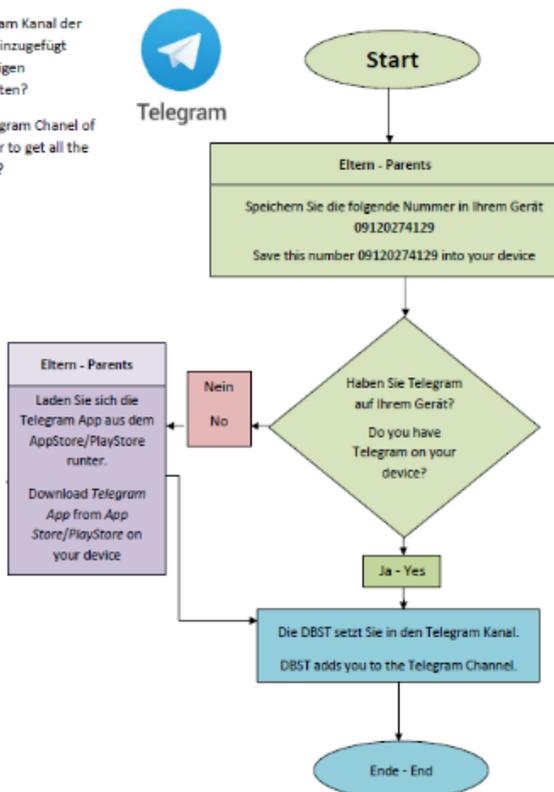
Throughout the school year, stationery can be bought from the secretaries.

## Telegram Channel

The administration creates each academic school year new telegram channels per class. In this channel you get important letters, invitations and information.

Wie kann ich im Telegram Kanal der Klasse meines Kindes hinzugefügt werden, um alle wichtigen Informationen zu erhalten?

How can I join the Telegram Channel of my child's class in order to get all the important information?





## Telephone Tree

A class parent telephone tree is prepared by the secretaries and distributed to the parents of each class through the class teacher. In the event of a school-wide emergency, the school office will contact the class representatives who then use the telephone tree of their class to phone other parents.

The Telephone Tree is prepared and sent to the parents by the end of the first month of school year. Please note the importance of informing the school of any change of contact numbers.

There are two degrees of urgency in contacting parents:

- ☞ If the time frame for contacting parents is less than two hours, Telephone Trees, in addition to telegram messages and email, are used to send out notifications.
- ☞ If, however, the time frame is more than two hours, only telegram messages and email are used to send out information to parents.

## Transfer Exams

There is a fee for the administration and invigilation of any transfer exams required for admittance to other schools.

## Transfer Reports

Should you need a report card or any other certificate from the school before the end of the term, please inform the school two weeks in advance.

## Toys and Precious Possessions

As the school cannot guarantee the safety of toys and precious possessions, children are asked to bring to school only those items needed to complete their school work – books, pencils, bag, lunch box, drink bottle etc. Toys and other valuables should be kept safely at home. The school will not be held responsible for any losses or breakages of personal items.



 DEUTSCHE  
BOTSCHAFTSSCHULE  
TEHERAN

## Water Dispensers

There are several water dispensers across the school where the students can fill their water bottles.



## ASSESSMENT POLICY

### Introduction

Assessment is the **gathering and analysis** of information about student performance. It identifies what students know, understand, can do and feel at various stages in the learning process.

It is the means by which we analyze student learning and the effectiveness of our teaching and it acts as a foundation on which to base our future planning and practice. It is central to our goal of guiding the child, from novice to expert, through the learning process. (Primary Years Program Assessment Handbook, January 2000. International Baccalaureate Organization)

At the International Section of German Embassy School Tehran we believe assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning:

- The acquisition of knowledge
- The understanding of concepts
- The mastering of skills
- The development of attitudes
- The decisions to take action

The International Section's approach to assessment recognizes the importance of assessing the process of teaching and learning as well as the products of teaching and learning. The main aim of assessment is to provide feedback on the learning process and the development of the five essential elements to inform further learning.

The assessment component in the school's curriculum can itself be subdivided into three closely related areas.

- Assessing – how we discover what the students know and have learned



- Recording – how we choose to collect and analyze data
- Reporting – how we choose to communicate information

## Values and Beliefs

- Every student is a complex individual with a broad spectrum of abilities, skills and knowledge.
- Assessment shall consider a wide range of relevant performance information, formal and informal, formative and summative.
- Assessment shall be based on valid standards such as grade level expectations and/or appropriate reference groups.
- Assessment shall be systematically linked to analyses of teacher and school performance and instructional improvement.
- Assessment data shall be communicated to students, parents, and community on a timely basis.
- The teaching/learning cycle begins with assessment and that assessment is on-going.
- Assessments should be as authentic as possible.

## Purpose of Assessment

The purposes of assessment are the following:

### To promote student learning and growth by:

- ☞ Assessing prior knowledge
- ☞ Planning the learning process to meet individual or group needs
- ☞ Making decisions about subsequent teaching and learning practices
- ☞ Engaging students in assessment and reflection on their learning
- ☞ Celebrating what students can do

### To provide information on student learning by:

- ☞ Assessing a student's acquisition of knowledge, concepts, skills, and attitudes
- ☞ Collecting examples of work and performance and action being taken



- ☞ Interpreting statistics based on standards, benchmarks and /or rubrics
- ☞ Studying and analyzing results
- ☞ Utilizing a variety of tools and strategies

To contribute to the effectiveness of the program by:

- ☞ Matching student performance to the school's standards and expectations
- ☞ Comparing results of different classes or groups
- ☞ Informing stakeholders: students, parents, teachers, other institutions...
- ☞ Reviewing the curriculum and instructional practices in light of students' performance

### Characteristics of effective assessments

The following criteria for effective assessments are applicable to both formative and summative assessment.

Effective assessments allow students to:

- ☞ Share their learning and understanding with others
- ☞ Demonstrate a range of knowledge, conceptual understanding and skills
- ☞ Use a variety of learning styles, multiple intelligences and abilities to express their understanding
- ☞ Know and understand in advance the criteria for producing quality work
- ☞ Participate in reflection, self-assessment and peer assessment
- ☞ Base their learning on real-life experiences that can lead to future inquiries
- ☞ Analyze their learning and understand what needs to be improved
- ☞ Allow children to synthesize and apply their learning
- ☞ Express different points of view and interpretation

Effective assessments allow teachers to:

- ☞ Inform every stage of the teaching and learning process



- ☞ Plan in response to student and teacher inquiries
- ☞ Develop criteria for producing a quality product or performance
- ☞ Gather evidence from which sound conclusions can be drawn
- ☞ Provide evidence that can be effectively reported and understood by the whole school community
- ☞ Collaboratively review and reflect on student performance and progress
- ☞ Take into account a variety of learning styles, multiple intelligences and abilities including different cultural contexts
- ☞ Use scoring that is both analytical (separate scores of different aspects of the work) and holistic (single scores)
- ☞ Analyze assessment data in order to evaluate and modify the program
- ☞ Identify what is worth knowing and assess it

#### Effective assessments allow parents to:

- ☞ See evidence of student learning and development
- ☞ Develop an understanding of the student's progress
- ☞ Provide opportunities to support and celebrate student learning

#### Establishing essential agreements- When and How to Assess

It is essential that the school establishes essential agreements for assessment that are in alignment with the school policy. Essential agreements should be reached collaboratively and should be few in number, concisely written, refer to how something is done, be binding to all teachers and reviewed regularly.

#### Strategies and tools

Assessment of students should be formative and summative.



**Summative Assessment** aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned.

**Formative Assessment** provides information that is used in order to plan the next stage in learning. It is interwoven with learning, and helps teachers and students to find out what the students already know and can do. Formative assessment aims to promote learning by giving regular and frequent feedback. This helps learners to improve knowledge and understanding, to foster enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success.

Strategies:

- **Observations:** All students are observed regularly with a focus on the individual, the group, and/or the whole class.
- **Performance Assessments:** Students are presented with a task that represents the kind of challenges that adults face in the world beyond the classroom. It requires using a repertoire of knowledge and skills to accomplish a goal or solve an open-ended problem. In addition, it entails the thoughtful application of knowledge rather than
- Recalling facts. It has an identified purpose or audience, involves a realistic scenario, it has an
- Established criteria and requires developing an authentic product or performance.
- **Trans-disciplinary Skills Assessments** (Research, Thinking, Communication, Self-Management and Social Skills): The focus is on the process and skill application rather than on the product. These skills are regularly observed in real contexts using checklists and anecdotal records.



- **Open-Ended Assessments:** Students are presented with a challenge and asked to provide an original response.
- **Selected Response Assessments (Tests/Quizzes):** These single-occasion assessments provide a snapshot of students' specific knowledge.
- **Portfolios:** An ongoing, purposeful collection is composed of selected student work and is designed to demonstrate growth, creativity, and reflection.

#### Tools:

- **Anecdotal Records:** Anecdotal records are used to record specific observations of individual student behaviors, skills and attitudes. They are brief, written notes based on observations of students. These records need to be systematically compiled and organized.
- **Exemplars:** samples of assessments. These are samples of student's work that serve as concrete standards against which other examples are judged.
- **Checklists:** These are lists of information, data, attributes or elements that should be present.
- **Continuums:** These are visual presentations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.
- **Rubrics:** Rubrics are established sets of criteria used for scoring or rating student's tests, portfolios or performances. The descriptors tell the student and the assessor what characteristics or signs to look for and how to rate that work on a predetermined scale. Rubrics can be developed by students as well as teachers.

### Reporting

Reporting on assessment at the International Section of German Embassy School includes communicating what students know, understand and can do. Reporting





involves parents, students and teachers as partners and is honest, comprehensive and understandable to all parties.

Reporting to parents, students and teachers occurs through:

- Parent- Teacher Conferences
- Student led conferences; “Student-led conferences involve the student and the parents. The students are responsible for leading the conference, and also take responsibility for their learning by sharing the process with their parent. The conference involves the student discussing and reflecting upon samples of work that they have previously chosen to share with their parents. These samples have been previously selected with guidance and support from the teacher, and could be from the student’s portfolio.” (Making the PYP happen: A curriculum framework for international primary education, 2009)
- Three way conferences: A Three Way Conference actively involves parents, students and teachers in reflecting on student achievement, discussing work samples and setting future learning goals.
- The written report; twice a year
- The Portfolio
- The Exhibition: once a year in IS 5



## Bus Transportation Information and Policy

The school offers bus services for the daily transport of the students in certain areas (Niawaran, Kamraniyeh, Farmaniye, Aghdassiyeh, Pole Roumi, Velenjak, Moghaddas Ardebili). This is organized by the school's administration staff. The address has to be double checked by the school before students can be signed up for this service. The buses are the property of the school.

The bus routes are organized at the beginning of the year based on the applications. Children are picked up from their home at a specific time which is communicated to them. The same bus brings the children back in the afternoon.

If a bus child is using an alternative means of transportation, the school has to be informed so the drivers will not be searching for them.

Cancellations or changing the address can only be done by the parents, in person or by phone/ email.

Signing up for the bus service means that the legal guardian understands and accepts the terms and conditions of this service and communicates the rules to the child.

Students who take the buses must:

- 👉 Follow the driver's instructions while riding the bus.
- 👉 Follow the same behavior expectations that they would at school including being polite and respectful of others on the bus.
- 👉 Be seated unless boarding or departing the bus.
- 👉 Wear a seat belt.
- 👉 Be polite to the driver.
- 👉 Report any bus incident to the driver, teacher or parent.



- ☞ Keep the bus clean.
- ☞ Not put their feet on the seats.
- ☞ Be waiting in front of their house at the arranged pick-up time. Drivers will neither call nor ring doorbells.
- ☞ Go to their assigned buses at the right time in the afternoon. All buses are checked by a supervisor before departure.
- ☞ Not ask to be dropped off at a location different from the given address. The bus drivers may not change the route.

Please remember that the bus service is a privilege and not a right. Should problems arise a series of steps will be taken. Students will first be talked to by a staff member and if there are further issues, parent meetings and bus suspensions ranging from one day to indefinitely will be followed according to the nature of the incident.

DBST does expect students to behave in a manner that is in line with school rules when riding on any bus. Bus service can be revoked at any time due to inappropriate behavior.



## Cell Phone Policy

Use of cell phones, camera phones and digital devices is not acceptable at DBST as they can be disruptive to the educational environment.

**Cell phones may be carried by students, but must be turned off and not visible to other students and staff. The use of cell phones anywhere on campus is prohibited and calls can only be made or received off of school property.**

**Cell phones must be turned off on school grounds.**

Any form of picture taking can be considered an invasion of personal privacy; therefore before students take any pictures of the building, staff or students, permission must be obtained from the administration or classroom teacher. Permission must be gained of the subject before the image can be used in any way. Violation of this policy will result in following disciplinary measures.

### First Offense

The device will be confiscated by any member of staff and held in the Administration office until the end of the school day.

Students may pick up their phone at the end of the school day.

### Second Offense

The device will remain in the Administration office for 3 days. Phone may only be picked up by a parent.

### Third Offense

#### **At the discretion of the Management**

Every adult in the school (regardless of the role he or she plays in the school) has the responsibility to protect the learning environment and that includes confiscating cell phones during the school day (7:30 a.m. – 3:30 p.m.).

Please keep your children informed about appropriate cell phone usage. This will assist us in providing the best learning environment for all children.



## Language Policy

### Beliefs and values

- Language underpins the foundation of thinking and development of rich, clear self-expression.
- Language learning is cross-disciplinary.
- Each member of staff is a language teacher, and role model for effective communication.

We believe that learning to speak more than one language is empowering and helping to link people locally and globally. Language development is crucial for promoting cultural identity, empathy and international mindedness. A learner's mother tongue is a key component of cognitive development and cultural identity.

### Aims

- Support each child to reach its full potential in language learning in oral, written, and visual communication.
- Develop individual self-expression and self-confidence via a broad and balanced language curriculum.
- Foster an enthusiasm for languages.
- Allow each learner to experience a range of language opportunities across and throughout all the subject areas.
- Recognize different stages of language development and endeavor to support each learner.
- Enable learners to interact effectively in a cross-cultural and globalized society using multiple languages and a range of modes of communication.
- Support the use of a broad range of multimedia resources.



- Ensure the diversity of the school is reflected in the language programs.
- Provide support for learners of English as an Additional Language (EAL) to ensure success in the mainstream classroom.
- Encourage the use and development of mother tongue (for languages other than German and Farsi) through clubs and mother tongue section in the library.

### Teaching and Learning

At the International Section of German Embassy School Tehran, we strive to:

- ☞ Provide a variety of meaningful and authentic language learning opportunities including trips and local community links.
- ☞ Cater for different learning styles.
- ☞ Acknowledge differences in developmental stages, and provide differentiated learning experiences through team-teaching.
- ☞ Foster supportive, positive and reflective language learning environments, allowing learners to take risks.
- ☞ Develop competency, creativity, independence when learning, and using languages across a broad range of contexts.
- ☞ Enable critical reflection on how language works and how texts are structured.
- ☞ Deliver language programs through a variety of methods and strategies, linking closely with an emphasis on inquiry.
- ☞ Utilize school's language policy and IB scope and sequence documents to guide planning, teaching and assessing.
- ☞ Recognize speaking, listening, reading, writing, viewing, presenting, spelling and grammar as critical aspects of language development.
- ☞ Provide a range of appropriate, multicultural language resources over a full range of genres and text types.



- ☞ Guide students in the appreciation of different forms and aesthetic qualities of language.
- ☞ Provide students with a physical environment, which enriches their language development.
- ☞ Record comments/results/grades to communicate progress of students
- ☞ Make links within our school and wider community to support each learner as they use and develop their mother tongue.

### Special Educational Needs

The German Embassy School International Section recognizes a variety of levels of abilities across the curriculum and adapts content to meet the needs of every learner. We aim to provide additional support for students whose skills require further development to ensure success in the classroom. A Special Educational Needs department – Inklusion - was established in 2015.

### Mother Tongue

A learner's mother tongue is the first language learned at home. Students at the German Embassy School International Section are encouraged to preserve their cultural identity within a supportive community of learners. Parents are encouraged to read, write and speak with their children at home in their mother tongue. Development of the mother tongue gives the children a deeper understanding of language, strengthens their literacy skills across all languages and develops flexible thinking skills.

### Library

The library currently has resources in English, Persian, French and German, as well as other languages. The library incorporates a range of fiction and non-fiction books. The school has hired a PYP teacher librarian and is in the process of improving the library and adding to the technology currently in use.



## Admission Policy and Language Requirements/Assessment

On admission to the school, a profile is made for each student to make sure that a child's needs are met effectively. Information is gathered during the admission process and followed up by on-going formal and informal assessments by teachers. Proficiency in English is taken into consideration.

## Language Policy Review Cycle

This document is flexible to the needs of our dynamic and growing school community, and will be reviewed every other year. In order to foster quality language opportunities and support the practices and procedures outlined in this document, provisions will be made for resource and ongoing professional development.

