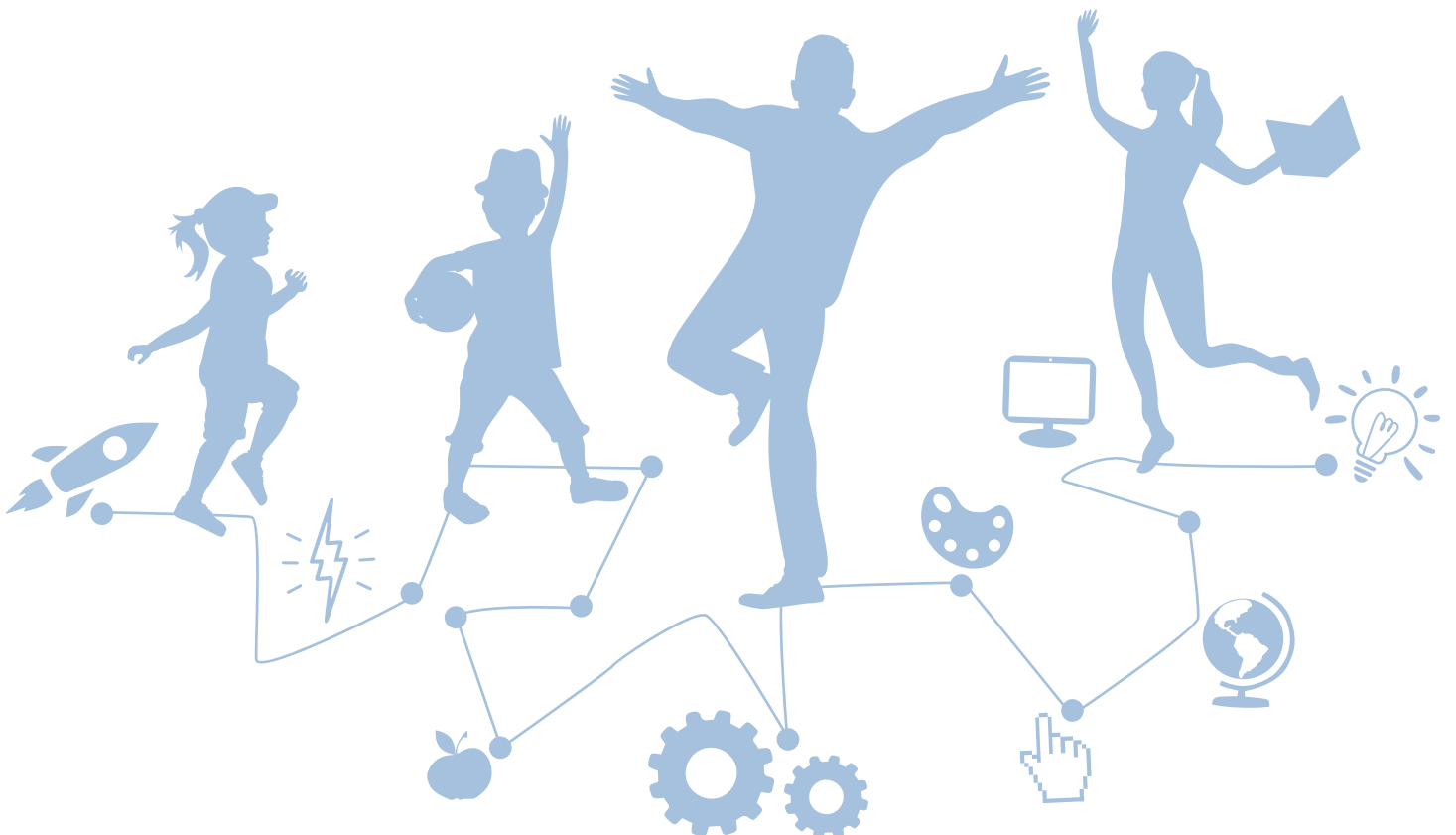


The Klax School

Information for Parents and Pupils



Our awards:



Exzellente
digitale Schule

Berlin 2020-2024



We participate in:



Co-funded by the
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Welcome^{to}

Klax

Dear Pupils and Parents,

Anyone who can confidently see and develop their own strengths can easily deal with challenges – be it in school, at university or later in their professional life. Klax Schools strive to enable children and adolescents to achieve individual learning success and thus promote self-confidence.

We know that many parents and pupils choose a Klax School precisely because it is our goal to create optimal learning conditions by using state-of-the-art teaching methods.

In our opinion, optimal conditions are: We want to give children and young people more freedom to choose individual learning paths and creative approaches than is usual in many other schools.

In order to facilitate orientation for people who are new to our school and to provide an overview of the most important aspects of learning and school life at Klax, we have compiled the following information brochure.

This brochure also explains once more the principles of our pedagogical work and shows how we facilitate individual learning in the social community.

We would like to thank you for placing your confidence in us and look forward to good collaboration and achieving the next successful steps on our common educational path. We are always available, should you have any further questions.

Your School Leadership Team

About

Us

The Klax School in Facts and Figures

Foundation and size

Our school was founded on 1 August 2000. The primary school received its state approval in 2006, the middle school in 2013 and the upper school in 2017.

Currently 500 pupils study with us under one roof – from the 1st to the 13th Grade. There are two classes per grade level each with no more than 22 children in the community. Approximately 50 learning guides teach at our school.



Our main focus: Art and Digital

We are an art-oriented school with additional focus on digitalisation.

In the primary school we have integrated an additional art lesson and added the subject 'Maker' to the class schedule.

In the middle school we offer an elective course volume with four different art forms and the 'Coding' class.

At the Abitur level, art can be taken as an advanced or basic course. Music and computer science are offered as basic courses.

Project work and art field trips

Every school year we conduct three to four project weeks on different topics and occasions.

Each class goes on an art trip once a year.

Bilingual

We speak English and German with each other. In our bilingual classes, primary school is taught in English and the subject lessons and some art and music lessons are taught in English.

From the 20/21 school year onwards, the subjects English, art, history/political education and biology will be taught in English in the middle school, beginning with Grade 7.



Afternoon programme and holiday care

After school there is a Club-Line with courses covering a wide range of subjects. The pupils can choose up to two clubs. There is also a school band, a choir and the activities of the pupil council.

A holiday academy is offered during the summer holidays. Depending on annual planning, the after school care offers holiday care.

School Building

The school building is located above a shopping centre in Berlin-Pankow. The roofs of the complex were redesigned to be our three schoolyards.

We have our own school library.

In our Makerspace, the pupils can play with simple technical equipment, do crafts and be creative. After lessons, this specially equipped room is available to them for the Club-Line. It can also be arranged for use beyond that. The special thing about Maker activities is that the learners realise their own ideas and solve problems by building, constructing, programming and designing.

Pupils keep personal things in a locker. The contracts for these lockers are concluded directly by the parents with the company Eurobox.

Partnerships

We are connected by a friendship with the Roschani all-girls school in Afghanistan. Our classes carry out various activities, collect donations and write letters to the pupils in Afghanistan.

The German Secondary School in Tingleff is our partner school in Denmark. Every year the school offers a pupil exchange programme with the young people in Tingleff, in which our ninth and tenth classes participate.

We are also involved in various European projects. Our classes travel to European countries, take part in international training courses or organise projects together with schools from all over Europe. Currently, our upper secondary level is involved in an EU-funded podcast project, and an EU-funded democracy education project is also underway with our partner school in Tingleff.

Our values

- We respect all people and our environment.
- We take responsibility for our community.
- We tolerate each other and show compassion.
- We use our resources sustainably.
- We respect the property of others.

Assessment

Just like in public schools, we issue grades from the 3rd Grade on and write exams. We also take part in VERA testing and participate in learning competitions.

Our school-leaving qualifications

- Abitur
- Middle School Leaving Certificate (MSA)
- Advanced Vocational School Leaving Certificate (eBBR)
- Vocational School Leaving Certificate (BBR)

Our foreign languages

1. English starting in Grade 1
2. Spanish starting in Grade 7
3. French starting in Grade 7
4. Latin starting in Grade 7

Sports

A modern gym is available for sports, where we teach volleyball, basketball, football, gymnastics and many other sports. For outdoor exercise we use the Kissingen stadium. This modern stadium is within walking distance, only a few minutes away from the Klax School, and is used by us for all track and field disciplines and football.

Elective course selections in the intermediate level

In art there is a choice between

- Painting and Sculpture
- Maker and Design
- Theatre
- Music

In languages there is a choice between

- Spanish
- French
- Latin

Course selection in the upper secondary level (Abitur)

Our upper school is divided into the introductory phase (Grade 11) and the qualification phase (Grades 12 & 13). In the introductory phase, the number of subjects is regulated by the class schedule. In the qualification phase, the adolescents can choose from basic and advanced courses. For this purpose we offer the following courses:

Basic courses:

- Biology
- Chemistry
- Performing Arts
- German
- English
- French
- Geography
- History
- Computer Science
- Art
- Mathematics
- Music
- Physics
- Philosophy
- Political science
- Spanish

Advanced courses:

- Biology
- German
- English
- French
- History
- Art
- Physics



The school meals

In our school cafeteria we serve three meals a day. Our pupils get a boost for breakfast, lunch and snack-time with fresh food prepared by Löwenzahn, a wholefood catering service of the Klax Group.

The large salad buffet at lunchtime, the drinking stations in the school building, which also include sparkling water, and the fruit bowls in the corridors are particularly popular. In addition to 13 different special dietary food items, parents and pupils can benefit from sound nutritional advice.

Eating together invigorates the social community in the class group and in the learning families. The pupils exchange ideas and take on responsibility: They take turns cleaning the common table.

Our caterer

As a Klax Group member, Löwenzahn Dienstleistungs GmbH is committed to our mutual quality standards and goals. With its long-standing experience in the preparation of wholesome, varied foods, the caterer is a competent partner in all matters relating to food. Löwenzahn is certified and bears the organic quality seal. The company mainly uses regional products from controlled organic farming.



The annual schedule

The annual schedule outlines our school year. Every year in May the schedule is decided at the school conference. As a private school we can vary the holidays a little. We do this mainly to give our learning guides the opportunity to receive training and support. The annual schedule also shows the days on which the school is closed throughout the year.

School fees

As an accredited private school we receive subsidies from the state of Berlin. In addition, we collect school tuitions from the parents. How much the parents have to contribute depends on the currently applicable school fee table, which you can find on our website: www.klax.de/schule

The school tuition includes:

- Breakfast, lunch, snacks, all-day availability of fruit/vegetables and drinks (tea/water)
- Club Line
- Textbooks (excluding workbooks)
- Support Teaching

The school tuition does not include:

- School trips
- Excursions
- Entrance fees

Support Teaching

Attendance is compulsory for Grades 1–4; the fees are based on the official day-care voucher.

Opening Hours

Outside closing hours, our school is open Monday to Friday from 7:30 a.m. to 5:00 p.m. and the all day care is available from 6:00 a.m. to 6:00 p.m.

Learning at
the Klax
School

Our school emphasises individuality, creativity and innovation. We are mindful of social changes and cultural differences.

Our goals

We want to provide our pupils with key competences so that they can live a healthy life as responsible citizens in an increasingly digitalised society. In doing so, we focus on 21st century skills that are important for working and living in modern society. Our focus is on six basic skills:

- Collaboration
- Use of IT in learning processes
- Problem solving and ability to innovate
- Interconnecting communication
- Construction of own knowledge
- Reflecting and giving feedback

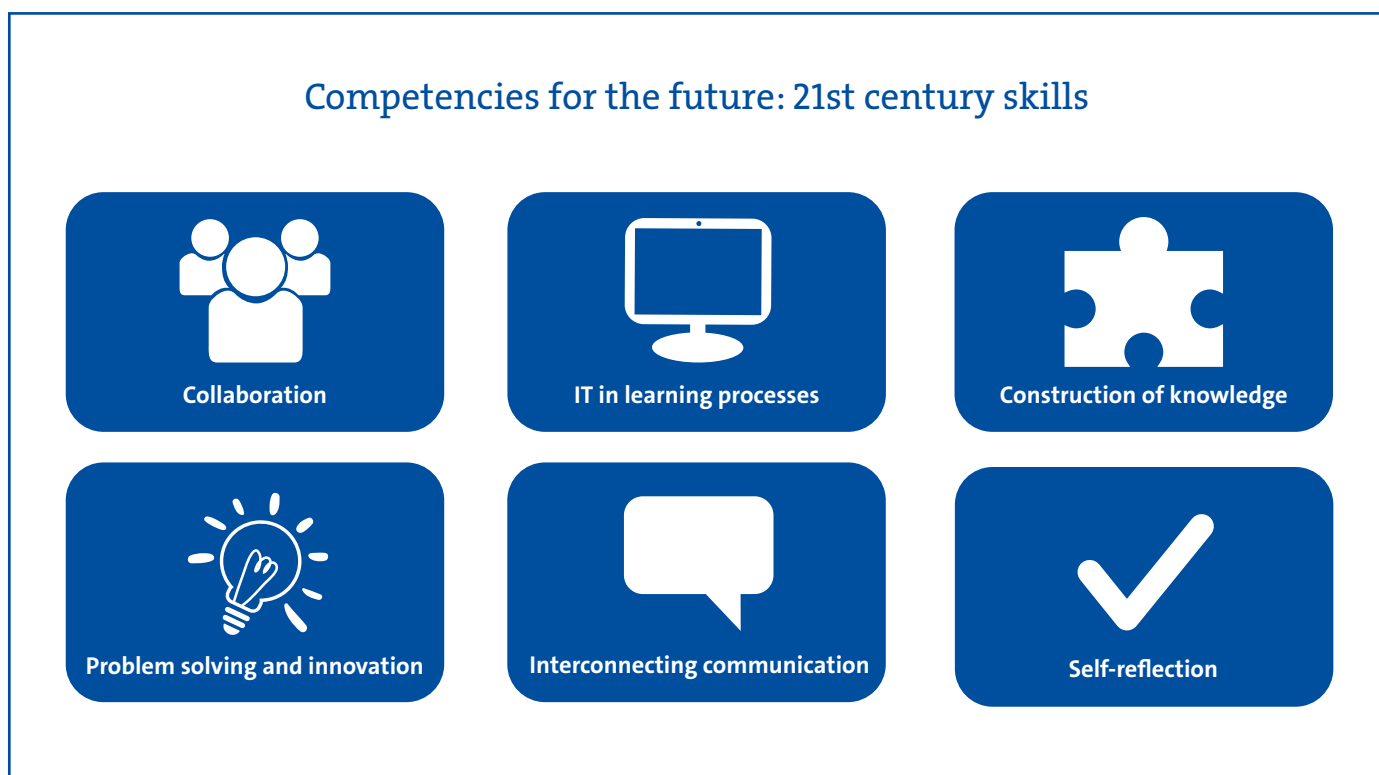


Fig.: 21st century skills, University College Copenhagen

Our school applies the principles of the Pedagogy of Klax

We would like to briefly explain the essential building blocks of this pedagogical approach here.



1. Personalized Learning Paths

Instructional phases and phases of self-organized learning alternate at our school. Every pupil follows an individual, self-organized learning path at our institution. They are supported by learning guides who give them plenty of time to practice and repeat. They build on the strengths of the young students, leading to a systematic build-up of knowledge and skills.

2. The Social Community

The teachers of our school are learning guides. They form a learning family with the pupils of different ages. Learning works best in a team; therefore, the pupils support each other. The foundation for learning and living together in the learning family is the set of values jointly developed at the beginning of the school year, in which the rules of living together are described.

3. The Authentic Adult

The learning guides are innovators and pioneers of learning processes. They create a stimulating learning environment, provide appropriate materials and advise pupils in choosing their learning steps. They are role models for the adolescents, use their authority to provide a good learning atmosphere and evaluate the performance of the individual based on previously negotiated criteria. They fascinate the young people for a field of expertise by always displaying high self-motivation and staying up-to-date on their subject matters. They have specific methods and skills to recognise the strengths and interests of the individuals in their learning family and to motivate and support them accordingly.

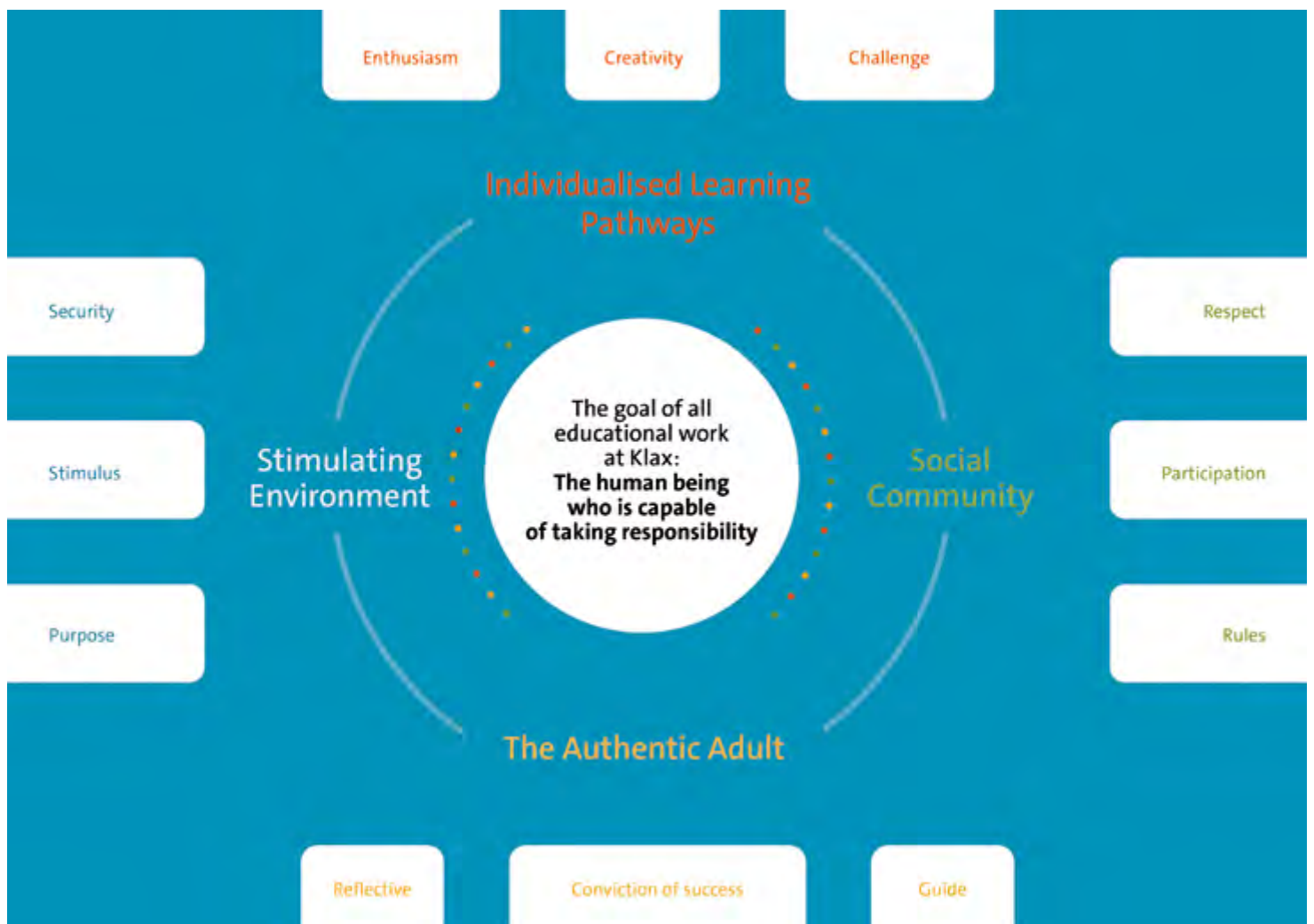


Fig.: The fractal image of the Pedagogy of Klax

4. The Structured Environment

Successful learning requires a well-prepared environment that is designed to encourage learning. Everybody learns differently and therefore needs a suitable learning environment. Schools must live up to this principle. Learning studios and classrooms with different learning areas and the provided learning materials take this requirement into account. The designed environment is not only expressed in rooms. Learning needs a friendly, positive and solution-oriented atmosphere in the social community. The basis of the learning community, accompanied by firm rules, creates trust and security, so that critical thinking and willingness to take risks are promoted.

How we teach

The lessons at our school are based on the principles of self-organised learning with alternating instructional phases and self-study periods. The learning guides plan the lessons half a year in advance and prepare the learning material in didactic units. Illustrative material, exercises and learning material are laid out on the learning desks at the appropriate time.

The learning material is presented to the pupils in the form of level assessment sheets that are valid for half a year. During the instruction phases they are mentored by their learning guides. Based on these instructions they can continue working later during the learning station period.

During the self-learning time at the learning stations the pupils work alone or in small groups. The learning guides are in the room, answer individual questions, help with difficult tasks or repeat the instructions, if necessary.

The pupils plan their learning in cooperation with their learning guides. They use the logbook and the step plan. Each task is divided into sections and



worked through step by step. Upon arrival in the morning, all pupils agree individually with the class teacher which learning tasks they will complete throughout the day. The objectives are recorded in the logbook and discussed on Friday during the reflection period.

Learning accomplishments are documented in the portfolio. Once every six months, parents are invited to see these accomplishments in the portfolio.

Learning can be challenging and exhausting

In the pursuit of a goal, sometimes we must be able to put other things aside. That requires perseverance. Sometimes learning is hard and school is not



always fun. Keeping your eye on the ball, even if you do not feel like it – this is an important skill, even for your later professional life. Learning guides support this competence together with the parents through encouragement: ‘I’m confident you can do it – if you make an effort.’

Praise is important. That is why Thursday is praise day and every Friday we reflect on the moments of happiness that carried us through the week. We display praise and moments of happiness in the school building.

Willingness to learn and strong collaboration are also prerequisites for good grades at the Klax School. But we also understand that a child may receive a disappointing grade from time to time, even if the pupil paid close attention in class and studies hard at home. But our learning families never give up on their members.

Encouraging Collective Responsibility

Things do not always work out as expected. In every school there are sometimes conflicts, misunderstandings or bad grades. It is not easy for all children and adolescents to follow the rules in every situation or to prepare for an upcoming test. Parents who are worried about their child’s learning performance can contact the class leader or the learning family coordinator and make an appointment with the learning support coordinator.



Whether it is about learning performance or conduct, it is always important that parents work with the learning guides. All problems can be solved! Only together can we do better and faster – for the benefit of our pupils.

Digitally supported learning – the best of both worlds

All pupils bring their own laptop to school, have access to the school's internal Wi-Fi and receive an account for our Learning Management System (LMS). Currently, we use Teams by Microsoft for this purpose. This LMS software allows the learning guides to distribute tasks and learning materials. The pupils submit completed tasks or questions and receive a quick answer.

This is how the learning guides are supporting children and adolescents during class, even when they are not in the classroom. It ensures contact within the learning families, especially during the learning station periods.

The integrated LMS organisation tool allows the members of the learning families to work together individually and helps the pupils organise their documents. The instructions by the learning guides can be recorded and retrieved as needed. They can also support the pupils with tutorials they created.

With our LMS, we combine the best of two worlds: a good social foundation and a stimulating learning atmosphere in the classroom with all the software features that allows the members of the learning family to work together individually at any time.

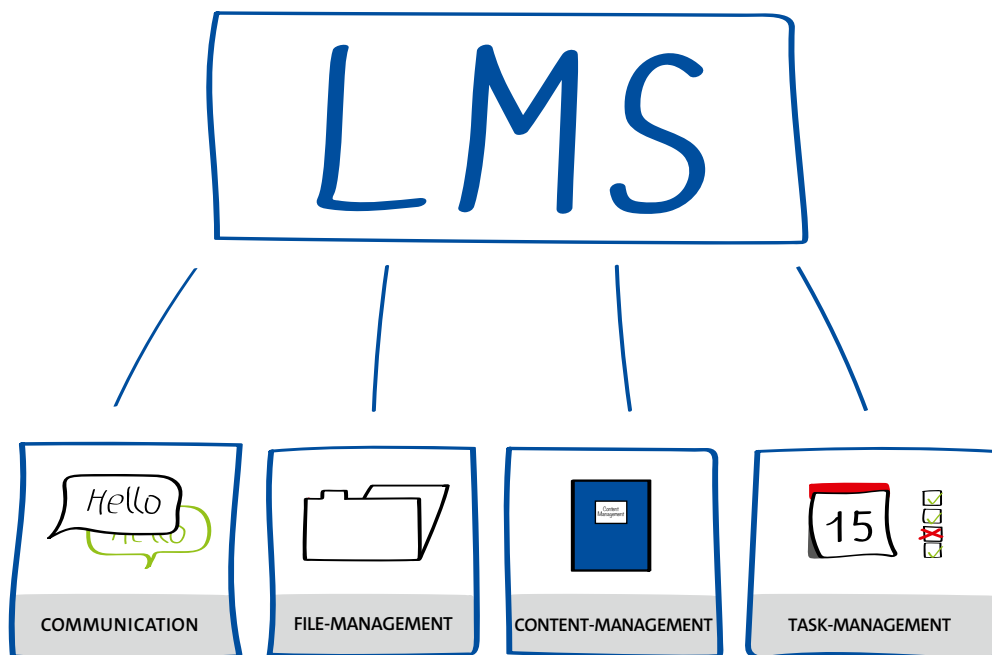


Fig.: Learning Management System (LMS), cf. Kurt Söser, Office 365 in a school context, p. 169

Class schedule and Club - Line

The class schedule

Our class schedules are a structural aid for the day. They determine when and which learning section is available for which learning family. The plans do not show how many hours the classes learn in which subject, because at our school the focus is on teaching skills. With the instruments of the Pedagogy of Klax we guarantee that the pupils learn how to acquire information. In all school levels we follow the framework curriculum of the state of Berlin and plan our daily structure in several phases.

In the Yearly Thematic Planning, the learning guides determine which long-term content they will be studying in greater depth in their learning families. The material distribution plan is completed in the preparatory week before the start of the school year. Medium-term learning goals are set in the monthly Lotus Plan and discussed in so-called planning sessions. And ultimately, short-term goals are recorded in the weekly step plan. We consider the planning of the daily structure an open design process that can vary according to age group and learning family.



Our learning guides work together in four specialist groups to draft the plans: Languages (German, English, French, Spanish, Latin), natural sciences (math, physics, chemistry, biology), social sciences (ethics, philosophy, history, geography, political science) and art (music, art, theatre, coding, WAT, maker and design).

When they draft the monthly Lotus Plans, they make sure that they adhere to the proper number of prescribed subject units. The classroom guidance by means of instructions and learning stations enables the pupils to deal with the subject matter based on their individual needs.

Learning at our school is not about completing a certain number of hours, but rather about acquiring basic and advanced skills.

Example class schedule for the basic level (Grades 1-6)

07:45 a.m. – 08:00 a.m.	Arrival time
08:00 a.m. – 08:20 a.m.	Breakfast
08:20 a.m. – 09:20 a.m.	Morning circle and instruction 0
09:20 a.m. – 09:25 a.m.	Break
09:25 a.m. – 11:35 a.m.	Instructions 1 – 3
11:35 a.m. – 12:30 p.m.	Lunch and recess
1:45 p.m. – 2:15 p.m.	Learning periods 1 – 2
2:15 p.m. – 2:30 p.m.	Snack
2:30 p.m. – 3:00 p.m.	End-of-day circle
3:00 p.m. – 5:00 p.m.	Club-Line

Example class schedule for the intermediate level (Grades 7-11)

08:00 a.m. – 08:30 a.m.	Morning circle
08:30 a.m. – 09:15 a.m.	Instructions 1 – 2 inputs per 15 min and learning period
09:15 a.m. – 09:35 a.m.	Breakfast
09:35 a.m. – 11:00 a.m.	Learning period 1 – inputs and learning periods
11:00 a.m. – 11:30 a.m.	Break
11:30 a.m. – 12:55 p.m.	Learning period 2 – inputs and learning periods
12:55 p.m. – 1:45 p.m.	Afternoon
1:45 p.m. – 2:30 p.m.	Election input / learning period
2:35 p.m. – 2:50 p.m.	Snack
2:50 p.m. – 3:10 p.m.	Reflection on the day
3:15 p.m. – 4:45 p.m.	Club-Line

Note: The pupils of the upper level work with an individual course system.

The Club-Line

Each pupil chooses a club for the school year according to their inclination and interests. The clubs are run by artists, experts and learning guides in the afternoon after class. The selection includes clubs such as programming, pottery, various sports, scientific topics, chess, band, choir, etc.

Course range — primary level (sample)				
Time	Monday	Tuesday (year 1 - 4)	Wednesday	Thursday
15.00–16.00	Pottery (LF2)	Pottery	Street Art (Graffiti)	Photography (LF2)
	Percussion/drums	Dancing and Exercise	Theatre	Kung Fu (LF2)
	Comics	Drawing/painting	Programming (LF2)	Printing workshop
	Film workshop (LF2)	Percussion/drums	Maker (LF1)	Choir
	Sports games	Maker	Programming (LF2)	Intensive tutoring (slow learner)
		Intensive tutoring (slow learner)	Critical thinking (professor course)	Sports games
		Sports games	Baking	
16.00–17.00 Children with aftercare modules 4 and 5	Sports games	Sports games	Sports games	Board games
	Textile workshop	Builder's workshop	Inventor's Workshop	Kung Fu



Material and Equipment

For a successful start at Klax School, our pupils need a good supply of various learning and working materials. Even though we as a school provide many materials, especially for creative and artistic work, some materials must also be purchased by the parents or pupils themselves. Below is a list of this basic equipment for the respective class levels.

Basic equipment for the primary school

- Pencil case
- Scissors (rounded) for left or right-handed use
- Glue stick
- Wooden coloured pencils
- 2 pencils to learn to write (thick pencil in triangular shape) or fountain pen (starting in the 2nd year, upon consultation)
- Highlighter
- Sharpener with box
- Eraser
- Loose-leaf binder:
 - blue – Mathematics
 - red – German
 - green – social studies (years 1 to 4)
 - orange – music
 - white – English
 - yellow – projects
 - grey – art
- Multi-compartment folder DIN A4 (at least 8 compartments)
- Sports bags and sports clothing, long and short (trainers with light-coloured soles for gym use, outdoor sports shoes and clothing)
- Change of clothes for emergencies
- firm, non-slip shoes for use inside the school building
- 1 painting coat
- 1 block with white pages, Din A4
- Tablet (1st – 3rd year), laptop (starting at year 4)

Note books

Grade 1:

- 1 mathematics note book DinA5 with lines (1st school year)
- 2 history note books with lines 1G, class 1, A4
- 2 note books with lines to learn to write 0, A5 transverse
- small ruler 15 cm

Grade 2:

- 1 mathematics note book Din A5 with lines
- 1 Writing note book Din A5 with lines 02
- 1 Writing note book Din A4 with lines 01
- 1 music note book M1 E5 with staves
- small ruler 15 cm

Grades 3–6:

- 2 standard ruled pads
- 1 quadrille ruled pad
- Swim gear (3rd year only)
- 2 music note books M1 E5 with staves
- Ruler 30 cm
- Protractor

For coding and maker

starting from Grade 4:

- Micro Bit Board (set with USB cable, battery holder),
e.g. can be ordered at www.conrad.de, order no.: 1533265-YS



Basic equipment for the middle and upper school

- Pencil case
- Scissors
- Glue stick
- Coloured pencils
- Pencils (2H, HB, 2B)
- Fountain pen or other writing instrument
- Highlighter
- Sharpener with box
- Eraser
- Protractor
- Ruler (30 cm)
- Compass
- Parabola
- calculator: TI-30 ECO RS (grade 7), TI-30 X Plus MathPrint (grade 11)
- Music book
- 1 x writing pad quadrille ruled DIN A4
- 1 x writing pad standard ruled DIN A4
- Multi-compartment folder DIN A4 (at least 8 compartments)
- Sports bag and sports clothing, long and short (trainers with light-coloured soles for gym use, outdoor sports shoes and clothing)
- firm, non-slip shoes for use inside the school building
- Laptop

For Coding and Computer Science

Grade 7:

- Micro Bit Board (set with USB cable, battery holder),
e.g. can be ordered at www.conrad.de, order no.: 1533265-YS

Grades 8–12:

- Set Arduino UNO board + USB 2.0 connection cable + plug-in board
e.g. can be ordered at www.conrad.de, order no.: 616724-YS

Important Rules and Information

Rules for Using the Library

Klax School pupils can register to use the library and receive a library card. It entitles them to loan up to three books or other media from the library for private use simultaneously.

The loan period is two weeks and can be extended twice if no advance order is placed. A reminder will be sent if the item is not returned on time. With the third reminder, the borrower will be charged the value of the media.

Whoever borrows media is responsible for careful handling and is liable for any incurred losses. Pupils are required to point out possible damages when they return the media. In case of damage or loss, the library will determine the repair or replacement costs. Passing on the media to third parties is not allowed.

Repeated violations of the rules may result in temporary or permanent exclusion from the use of the library.



Guidelines for Parental Partnership at the Klax School

The aim of all Klax facilities is to provide children, adolescents and young adults with the greatest possible support on their path through life through optimally designed educational work. For this reason, we design pedagogical concepts, develop them further and provide learning places for children and young people to work according to these convictions. Both sides must agree on the essential questions regarding pedagogical goals and convictions in order to work hand in hand for the child in everyday life.

To this end, both sides should work together intensively and directly on some points, while informing each other well on other matters and deliberately leaving room for independent decisions on some issues.

In these guidelines for parents, we set out the forms of encounter and exchange between educational staff and parents that we implement in our facilities. The guideline invites you to take an active role in the process of your child's education and upbringing. It also describes how we implement the parental involvement required by law.

Parents and guardians should agree on the following guiding principles for successful parental work:

- In order to provide students with the best possible education and upbringing, parents and educational specialists must work together through an intensive exchange of information. Our work can only bear fruit if we tell each other everything that is important about the development of the child.
- The child needs positive reinforcement. We agree that we want to give the child appreciation and positive reinforcement and to protect them from overwhelming criticism.
- We agree on the goal of creating a conducive learning atmosphere in the school as a basic foundation. Children need parents and pedagogical experts who see each other as partners and support each other.
- We trust each other. We always assume that the other side wants the best for the child just as we do. If we disagree, we always try to find out the reasons behind it. Parental work requires constructive cooperation.

Student-led portfolio meetings

An important element in the cooperation with parents is the parental interview. In this conversation, parents are invited to talk to the class teacher about the current life situation, learning and developmental status of their own child. Using the portfolio, the student explains to the parents what they have learned. Through the portfolio work the progress in learning development becomes visible. In preparation, a portfolio day is held at school. During the conversation, parents and educational staff can supplement the student's explanations and give their opinion. Attention should be paid to this:

- The interview should have an appreciative and motivating character for the child.
- Parents and learning facilitators do not talk about the child, but with them.
- It is not about pointing out deficits, but about the child presenting their learning achievements.
- Parents and learning companions ensure that the conversation proceeds accordingly. The class teacher takes minutes and has them countersigned by parents and students at the end of the conversation. It is kept in the portfolio. Suggestions and wishes as well as agreements with the parents are noted here.

Portfolio Discussion

At the end of each school semester, the student presents what they have learned to their parents. Students, parents and the class teacher take part in the portfolio discussion.

In the run-up to the student-led portfolio meetings, parents, students and the class teacher prepare themselves well. Parents take the opportunity to view the portfolio together with their child. The class teacher obtains precise information about the student's status from the specialist teachers. They bring relevant documents into the discussion in order to support the student in presenting the learning success from a professional perspective. The aim is to encourage the student in their approach and to praise them for what they have achieved so that they can start the new school year motivated. For the coming school year, goals are agreed upon between students, parents and class teachers, which contribute to the student's development.

Parent Actions

For many parents it is important to communicate with other mothers and fathers at school, to experience other children and their own child in dealing with them. Educators take this claim of parents seriously, actively implement it and develop targeted offers that promote communication between parents and enable positive experiences with their children. Such events can be: parents' cafés, studio afternoons, an open day or a Christmas bazaar. Parents' events can also help parents to identify more closely with school care because they themselves get involved from time to time.

Parents' Observation

Once a school year, the parents of each student are invited to observe their child's everyday life. The purpose of this observation is to give parents a deeper understanding of the educational work with their child, instead of just relying on photos, videos and reports. They should regularly be able to experience how the everyday life of their child "feels", at which moments it is particularly intensive, where they learn when and how, but also when it is particularly vulnerable and sensitive.

Class Parent Evening

According to the School Act § 89, parent evenings serve the purpose of exchanging information and opinions on school matters, in particular on teaching and educational work in the class and participation in shaping school life.

Matters of individual students may only be discussed at a parent evening with the consent of the student and their legal guardian.

Parents' meetings take place in the class and are chaired by the class teacher. Only for the election of the parent representatives, the parents' meeting takes place once a year in the learning level (see below).

The content of the parents' meeting is: presentation of the pedagogical work and the concept of the school by the class teacher, agreement on selected joint projects of parents and pedagogues (e.g. accompanying excursions, project support), presentation of the learning development of the whole group, once a year: election of the parents' representatives.

- Frequency: 3 times a year
- Participation: All parents of a reference group, class teacher
- Chair: Class teacher
- Protocol: Class teacher, co-signature of parent representatives
- Duration: 2 hours

Tasks of the Parents' Representative Body

The tasks of the parents' representative body are regulated in the School Act under § 88.

According to the law, parents' representatives have the task of actively and responsibly contributing to the realization of the educational and upbringing goals of the school by exchanging information and opinions in the parents' meetings and by participating in the election of parents' representatives as well as in consultations and decisions. The representatives take a mediating position between the school management's plans and strategies, as well as the learning level management and the parents' expectations. When the management explains forthcoming projects to them, they should give feedback in the interests of the whole parenthood and draw attention to points of particular concern. On the other hand, they should support the team of learning guides in explaining such upcoming projects to the whole parents and convincing them of them. They should actively support the team in enforcing the rules for parents in the school by acting as mediators. Externally, the parents' representatives should be proactive in representing the interests of the school, especially when it comes to political issues.

In the day-to-day running of the school, good cooperation between the pedagogical team and the parents' representatives is particularly helpful when changes and new developments in the pedagogical work are to be expected. If planned projects are discussed in advance and the opinion of the parents' representatives is sought, conflicts with the entire parental community can be avoided.

Parents' representatives are sometimes faced with the question of how they can get an idea of the opinion of the parents to be represented. Surveys or collections of questions started by parent representatives in the absence of the pedagogical staff are unsuitable. Both the wishes and criticism of the parents can be openly discussed with the team at the parents' evening. Confidential concerns of the parents can be dealt with in one-on-one discussions with the parents' representative.

In order for parent representatives to arrive at an accurate assessment of the opinion of the parents, the results of customer surveys (e.g. annual pedagogical evaluation) and complaints should be presented to them. Your suggestions for improving the questionnaires are welcome. The work of the parents' representative body requires a good relationship of trust between the parents' representative body and the learning level or school management. Discretion is essential, especially with regard to the right to information. In the spirit of a trusting relationship, it is essential that the Parents' Representation never becomes active in school matters without the knowledge of the Learning Level or School Management. If the principle of trusting cooperation is violated, the school management can demand a new election of the parents' representative.

Election of the Parents' Representation of the School

The election of the parent representatives is bindingly regulated in the School Act under § 89: Each learning level elects two equal class parent representatives at the latest one month after the start of lessons in the new school year. If the class has more than 25 students, two equal parent representatives are elected for every 25 students or part thereof.

Procedure for the Election

A joint parents' meeting is convened by the class teachers of a learning level, in which all parents whose students attend the same learning level take part. The following steps are to be taken in the selection process:

1. Set the Date of Election

The date of the election by the learning level management is determined in the corporate calendar of the current year. Suitable dates are approximately 4 weeks after the start of the school year, but no later than 31.10. of the year.

2. Registration of those entitled to vote, information about the election, invitation to stand for election

Required resources and the registration of eligible voters will be organized by the school management four weeks before election day. At the same time, at each level, a written notice will be published announcing the office of the Parents' Representative with a brief explanation of the importance of Parents' Representatives, invitations to parents to run for office, details of application forms, dates for submission of documents and the election.

3. Notice of candidates, invitation to parents

If a parent/guardian wishes to be elected as a class parent representative, they should inform the Learning Level Management at least two weeks before the intended election date. In order to make themselves known to the other parents, each candidate should have a photo and a short self-portrayal posted by the Learning Level Management. Two weeks before the election, the photo and self-portrayal of the candidate should be posted by the head of the learning level. At the same time, the Learning Level Management sends the invitation to all parents to elect a parent representative.

4. Preparation of the election-parents' evening

On election day, the learning level team prepares the premises for the election of the class parent representatives. Above all, it must be ensured that the parents can complete their ballot paper without third parties being able to see it.

According to the School Act, two votes must be cast for each student, even if only one parent is present or present. The votes can be cast separately. If a parent or guardian has more than two students in the same grade, they may only cast a total of four votes for them. This must be taken into account when preparing the ballot papers. The background to this is equality in the allocation of votes and freedom of choice.

5. Conduct of the election

The election shall be conducted as follows:

- Short presentation of the candidates
- Distribution of ballot papers
- Secret ballot by parents
- Collecting the ballots
- Public counting of the votes and announcement of the new parents' representative for the respective year group by the electoral management (learning level management or class teacher in the year group).

The candidates with the most votes are appointed to equal parent representatives of the year group. They represent each other. If less than a quarter of the parents or guardians of the year group are present at the planned election, it must be postponed. If only one candidate is not elected by the majority of the parents present, the election must also be repeated. If no candidates are willing to stand, the election must be rescheduled for next month. A postal vote is not permitted. All elected class parent representatives together form the school's overall parent representation.

6. Follow-up of the election, introduction of the new parent representatives

Within four weeks after the election, the handover of the office should take place through the old parents' representative of the year group. A meeting of the Learning Level Committee is suitable for this purpose, at which the completed and ongoing matters of the previous year are presented by the outgoing parents' representative and the tasks of the parents' representative are presented in detail by the school management.

The elected representatives are reported to the school management by the learning level management immediately after the election, the election forms are sent to the management for forwarding to the school management together with a short report on the election process. Only when the school management declares the election valid, the parents' representative is considered elected.

If the election is invalid or if the class has no elected parent representatives for other reasons, the class will remain without a class parent representative for the current school year and will be represented by the school's overall parent representative.

The Overall Parent Representation

According to the School Act § 90 Paragraph 5 S. 1, the Parents' Association represents the school interests of all parents or legal guardians of a school. The assembly serves to inform and discuss important school matters. It meets at least three times a school year.

All class parent representatives together form the parents' representative body. According to § 90, paragraph 2 of the School Act, they elect from among their number

- one parent representative of the Klax School and up to three deputies
- four members for the school committee (school conference)
- two members of the district parent committee
- two advisory members each of the Teachers' Conference and the subject conferences and the comprehensive student representation
- one advisory member from each of the other sub-conferences, if these exist

It is in the hands of the class parent representatives in the overall parent representation to organise this election independently. If desired, the Head of the Learning Level Management will provide a suitable room and support the parents in forming the Parents' Representation.

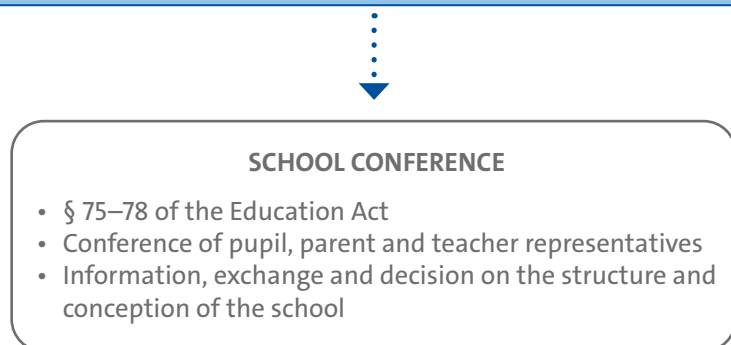
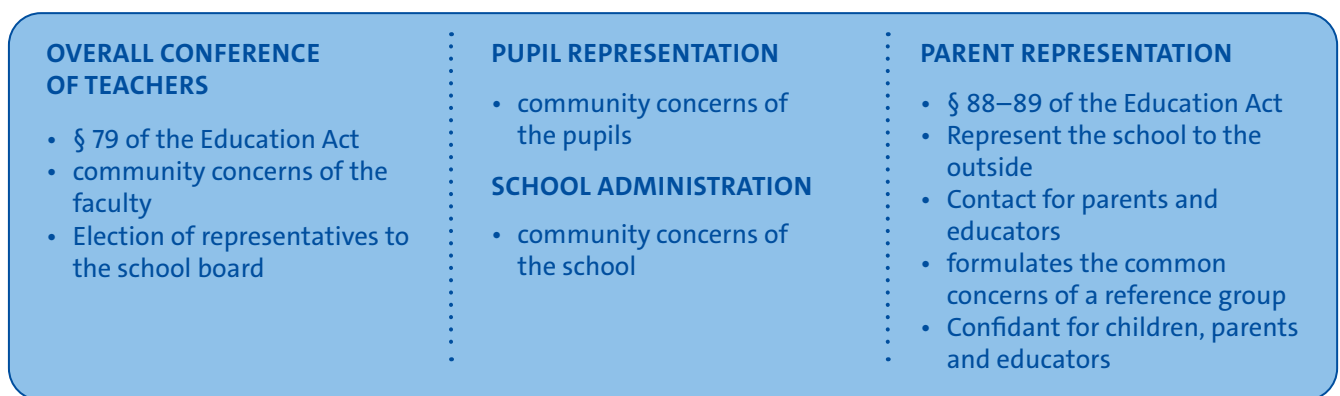
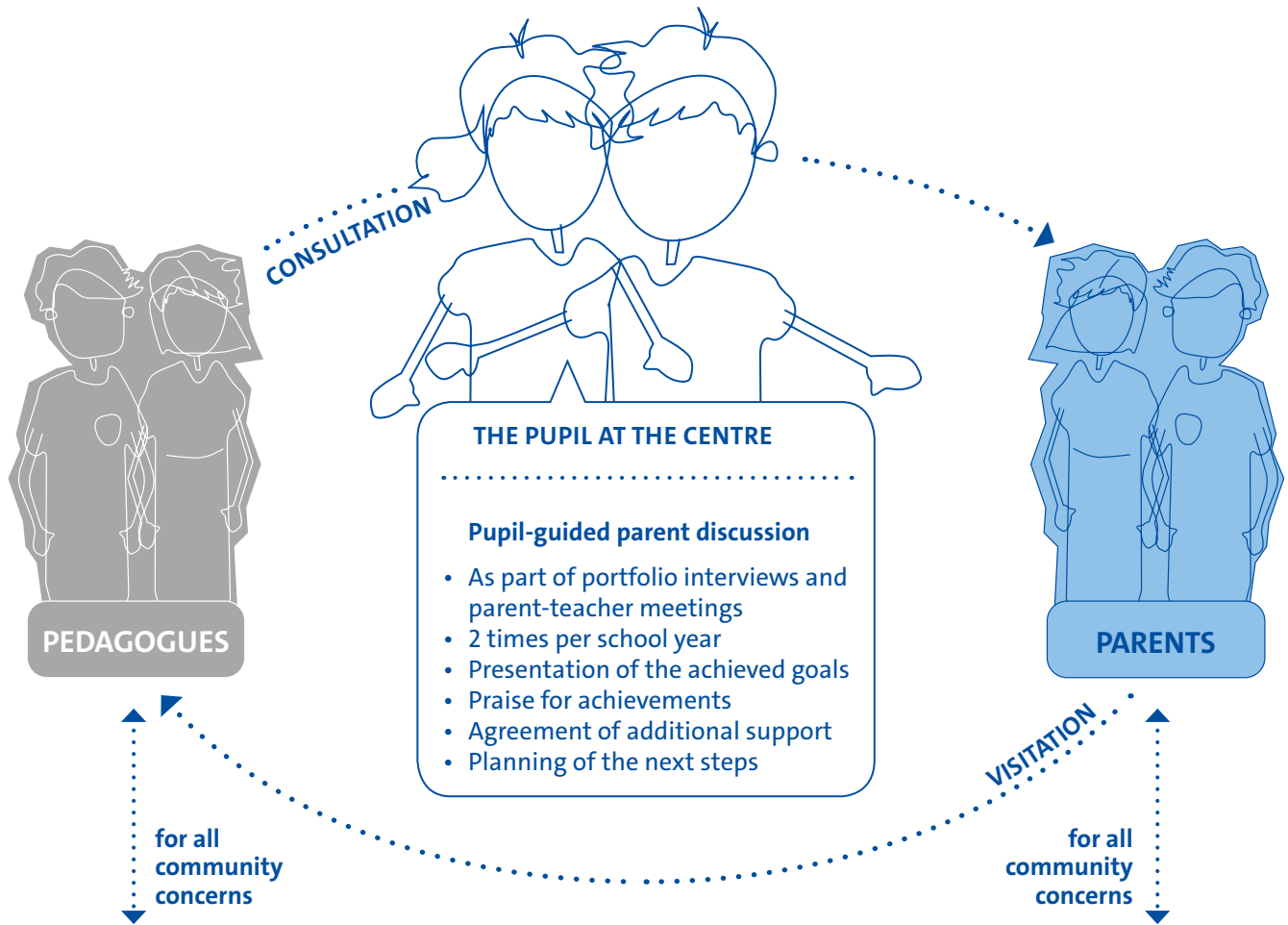
The parents' representative invites the parents' representative at least three times a school year in accordance with § 90 Paragraph 3 Sentence 1 of the School Act. The Parents' Representative Committee should meet for the first time six weeks after the start of lessons in the new school year. All meetings of the Parents' Association are organised by the school.

In order to enable a good, trusting exchange between school and parents, it is necessary that the learning level leaders and, if necessary, representatives of the teaching staff participate in the meetings of the Parents' Association. In important matters, the Learning Level Leaders can request that the Parents' Association be convened. According to § 90 Abs. 3 S. 1, 2nd HS School Act, the Parents' Association must comply with this request. The Joint Parents' Representation may form committees or sub-conferences to which, for example, representatives of the teaching staff and/or student representatives are invited in order to deal with individual questions and to prepare proposals. In terms of organisation and content, the formation of such committees is the responsibility of the parents' council as a whole, not of the school.

In accordance with § 90 Paragraph 3 Sentence 2 of the School Act, the Learning Level Leaders invite a newly formed Parents' Group Representative to an initial exchange no later than six weeks after the start of lessons in the new school year. At the request of the Parents' Group Representative, the Learning Level Leaders, student representatives and/or representatives of the teaching staff should attend the meetings of the Parents' Group Representatives.

EDUCATION PARTNERSHIP

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School Conference

The School Conference is the supreme advisory and decision-making body of a school. It consists of 14 members elected for two years:

- The headteacher of the school
- Four representatives elected by the general conference
- Four students from Year 7 onwards, elected by the Gesamtschülerversammlung
- our parents elected by the general parents' council
- A person proposed and elected by the members in accordance with points 1 to 4, who is not a member of the school, to assist the school in the performance of its educational duties

Within the framework of the legal and administrative regulations, the School Conference decides with a majority of two thirds of the members entitled to vote on the principles of the distribution and use of personnel and material resources, the school programme, guidelines for the organisation and evaluation of school and lessons, principles for homework and cooperation, the daily start of lessons as well as the evaluation of work and social behaviour (Berlin SchulG Berlin - § 76).

The School Conference is consulted, among other things, before decisions are made on major building measures or changes to the catchment area.

Participation in the district parents' committee (BEA)

The District Parents' Committee is the body representing the parents of all primary and secondary schools in a district. Klax schools elect two members for the Berlin-Pankow District Parents' Committee once per school year via the Parents' Association. This committee usually meets monthly in the city hall of Prenzlauer-Berg.

As the Klax School is a state-approved substitute school (private school), its elected representatives belong to the BEA only "in an advisory capacity" according to § 110 Abs. 2 S. 2 Schulgesetz. Nevertheless, it is an advantage to be an advisory member of the BEA, because as a parent of a private school you can get a lot of information about the general development of the Berlin school landscape.

The District Parents Committee (BEA)

- provides, among other things, for networking between the district and state levels and gives the parents' representatives an information advantage.
- Parents' representatives in the BEA can represent the interests of all schools in the district vis-à-vis the state or, for certain schools, vis-à-vis the district office and the branch office of the state school board in the district.
- The BEA is an independent body. Parents' representatives can obtain further information on the BEA Berlin-Pankow website: www.bea-berlin-pankow.de

Participation in the State Parents' Committee (LEA)

The State Parents' Committee is a school board with 24 members (two per district) and two advisory members from the area of state-approved substitute schools.

Two representatives for the state parent committee are elected in the district parent committee. According to § 110 Para. 3 S. 2 of the School Act, the "representatives of all types of schools existing in the district shall be taken into account in the election". Since the parent representatives of private schools have only an advisory function and vote in both the BEA and the LEA, they cannot be elected directly via the BEA in the LEA like the representatives of public schools. Therefore, the parent representatives of private schools such as Klax Schools, which are members of the BEA, have to agree among themselves who will be the representative in the LEA.

The LEA is an independent body. Further details on participation in the LEA can be obtained from the BEA or directly from the LEA Berlin: www.landeselternausschuss.de

House Rules of the Klax School

Scope

These house rules apply to the premises of the schools, technical schools and vocational schools (hereinafter referred to as school) of Klax Berlin gGmbH and Lebendig Lernen gGmbH (hereinafter referred to as sponsor).

Compliance with the House Rules

For a familiar atmosphere that is conducive to learning, the house rules must be observed.

As a Matter of Course

We treat every person with respect, friendliness, politeness, helpfulness and considerate behaviour. Extremism, racism, sexism, xenophobia and discrimination of any kind are not tolerated. Any form of physical, psychological, emotional or linguistic violence is not tolerated in our institution.

Opening Hours

Our school is open from 7.30 to 17.00, the after-school care centre from 6.00 to 18.00. The public holidays and vacation times of the respective federal state apply. Closing times will be announced in good time.

Use of the Premises and Outdoor Facilities

The premises and outdoor facilities may only be used by students, students, teachers, educators and the school staff. All other persons are not allowed to use them. At the Langhansstraße location, the playgrounds of the crèche and day care centre are excluded from use.

Visitors

Visitors register at the school reception desk. Visits to the school are only permitted with prior notification and accompanied by the school staff. The school management will allow the visit if a legitimate interest is indicated. Unannounced visitors must be expelled from the premises immediately.

Security

Pyrotechnic articles, weapons, knives and similar objects which, in their actual use, are likely to injure people are strictly prohibited on the entire site. The use of open fire and light is prohibited. School management and school staff must be informed immediately of any recognisable impending danger and any damage that has occurred. In case of an accident, the school management, school staff and legal guardians must be informed immediately. First aid must be given within the school's possibilities, and medical assistance must be sought if necessary. In the event of fire alarms and fire drills, students and students must follow the instructions of the school staff. The behaviour in case of fire alarm is practised at regular intervals.

Digital Media

Students and students are permitted to use digital media exclusively for teaching purposes.

Smoking

School and school grounds are smoke-free zones. This also applies to smoking e-cigarettes and e-shishas. Smoking is therefore strictly prohibited in the school building, on the school premises and within a radius of at least 500 m. This applies to students, students, guardians, visitors and school staff during school hours including breaks and from half an hour before the start of lessons or work.

Drugs and Alcohol

Bringing, use, consumption and ingestion of alcoholic foods and beverages and substances covered by the Narcotics Act is strictly prohibited. It is also forbidden to carry out other actions similar to drug consumption with other substances. Persons under the influence of alcohol or drugs will be expelled from the school premises.

Notes and Complaints

Students, students, guardians and visitors are kindly requested to contact the class teacher and in urgent cases directly the school management or its representative with any information, questions or problems. In order to establish a trusting relationship between students, students, guardians and educators, we kindly ask you to make use of this offer of conversation.

Right of Personality

The school is not a public space. In mutual interest, personal information must always be treated confidentially. Photography and filming are prohibited. Exceptions are recordings for teaching purposes and for the documentation of educational work. The right to one's own image must be respected. Exceptions, e.g. in the context of press coverage, are to be applied for at the school management.

Copyright

It is prohibited to play back films and sound recordings of any kind and regardless of their storage medium. This also applies to films and sound recordings brought by students, students or guardians. The only exceptions are films and sound recordings made by school staff for the sole purpose of teaching.

Order, Cleanliness and Handling of Inventory

Premises and outdoor installations are to be kept in a clean and tidy condition, furniture and inventory are to be used exclusively in accordance with their function. Contamination must be removed by the person causing it. Damaged furnishings and inventories must be replaced by the person causing the damage.

Bicycles, Scooters

Bicycles, scooters, skateboards and similar means of transport may not be brought into the school building. They must be connected to the designated parking spaces at their own responsibility. The school assumes no liability. Entrance doors and escape routes must be kept clear.

Catering

Students, students, teachers, educators and school staff receive full board in the school, consisting of breakfast, lunch, snacks, fruit/vegetables and drinks. Students are not allowed to bring their own food (including break bread, lunch, snacks, sweets) and beverages because of the full board available and for hygienic and organizational reasons.

Clothing

Students, students, teachers, educators, guardians, visitors and school staff choose their clothing and shoes in such a way that they do not pose a danger to themselves or others. Clothing and shoes must be chosen according to the occasion for learning and must not provoke, disparage or discriminate against others. When wearing body jewellery, the rules and laws of accident prevention must be observed. Tattoos, brandings etc. must be covered. Unconstitutional, anti-state, discriminatory or degrading symbols are prohibited.

Liability

The carrier is liable for damages, which do not involve injury to life, body and health, only for intent and gross negligence towards its contractual partners. The carrier is not liable for personal property of the students.

Punctuality and Attendance

Students and students always arrive on time for classes. Students and students who are late do a service to the social community and start with the next lesson. Disturbances of the already started teaching unit must be avoided. Any absence from class must be reported in writing by 08:30 a.m. via the reception. Unexcused absence and delays appear on the report card. The Klax School at the Neumannstraße location is a partial all-day school. Classes can be scheduled from Monday to Friday from 7.30 to 16.30 hours. Students are obliged to attend school two days a week until 16.30 hrs.

Lockers

Students and students receive a locker. The lockers are to be handled properly. For security reasons and to protect property, only clothing, shoes, rucksack and mobile phone should be kept in the lockers. School materials can also be stored in the lockers.

The storage of food or beverages in the lockers is prohibited. The caretaker and the school management reserve the right to regularly check the lockers of the students in their presence.

Rules for Materials

Bringing along materials that are not related to the lessons is not allowed due to the teaching concept and for safety and liability reasons.

External Notices and Advertising

External postings and advertising of any kind are only permitted with the express consent of the school management.

Donations

Donations of materials and earmarked funds must be agreed with the school management in advance.

Animals

Animals may not be brought onto the school premises for reasons of hygiene and safety.

Instructions of the Staff

The staff of the school exercises authority over students, students, guardians, visitors, suppliers and service providers. The instructions of the staff must therefore always be followed.

Violations

In case of violations of these house rules, the school management will react with appropriate measures, which (in case of recurrence) can lead to the (immediate) termination of the school contract.

Part of the Contract

For students, students and legal guardians, the house rules are part of the school contract and will be given to the school upon its conclusion.

Working together to protect against infections

Information on the Infection Protection Act (IfSG) for parents and other guardians pursuant to Section 34 (5) sentence 2 Infection Protection Act

In community facilities such as daycare centres, schools or holiday camps, there are a lot of people in a confined space. Therefore, infectious diseases can spread here particularly easily.

For this reason, the Infection Protection Act contains a number of regulations that serve to protect all children and also the staff in community facilities from infectious diseases. At this point we would like to take the opportunity to inform you about them.

1. Legal ban on visits

The Infection Protection Act stipulates that a child may not go to the daycare centre, school or any other community facility if it has certain infectious diseases or if there is a corresponding suspicion of illness. These diseases are summarized in list 1 on the following page.

With some infections, it is possible that your child excretes the pathogens after an illness (or more rarely, without even being ill). In this scenario, playmates, classmates or staff can also be infected. According to the Infection Protection Act, it is therefore envisaged that the “excretors” of certain bacteria may only return to a community facility with the consent of the health authority and in compliance with the specified protective measures (list 2 on the following page).

For some very serious infectious diseases, your child must stay home when another person in your household is ill or suspected of having one of these infectious diseases (see list 3 on the following page).

Of course, you do not have to be able to recognize the illnesses yourself. But you should seek medical advice about a serious condition of your child (e. g. high fever, severe fatigue, repeated vomiting, diarrhoea and other unusual or worrying symptoms). Your paediatrician will tell you if your child has a condition that prohibits a visit to a community facility under the Infection Protection Act.

Vaccinations are available against some of the diseases. If your child is sufficiently vaccinated, the health department can waive a visit ban.

2. Reporting obligation

If your child is banned from visiting for the reasons mentioned above, please inform us immediately about this illness. You are legally obligated and contribute to the fact that we can take the necessary measures against retransmission together with the health department.

3. Prevention of infectious diseases

Community facilities are required under the Infection Protection Act to provide information on general options for the prevention of infectious diseases.

Among other things, we therefore recommend that your child adhere to general hygiene rules. This includes especially the regular hand washing before eating, after the toilet visit or after outdoor activities.

Equally important is a complete vaccination record of your child. In some cases, vaccinations are also available for those diseases caused by airborne pathogens infecting the respiratory system and thus cannot be prevented by general hygiene (e.g. measles, mumps and chickenpox). Further information on vaccinations can be found at www.impfen-info.de.

If you have any questions, please contact your paediatrician or your local health department. We are also happy to help you.

List 1:

There is a ban on visiting community facilities and reporting obligations of guardians in case of suspicion or illness of the following diseases

- contagious ringworm (Impetigo contagiosa)
- infectious pulmonary tuberculosis
- bacterial dysentery (shigellosis)
- Cholera
- enteritis, which is caused by EHEC
- diphtheria
- jaundice/hepatitis caused by hepatitis A or E virus (hepatitis A or E)
- meningitis caused by Hib bacteria
- infectious (i. e. caused by viruses or bacteria) diarrhoea and/or vomiting (only for children under 6 years)
- whooping cough (pertussis)
- polio (poliomyelitis)
- head lice infestation (if the correct treatment has not yet been initiated)
- scabies
- measles
- meningococcal infections
- mumps
- pestilence
- scarlet fever or other infections caused by the bacterium *Streptococcus pyogenes*
- typhus or paratyphoid
- chickenpox (varicella)
- virus-related haemorrhagic fever (e.g. ebola)

List 2:

Visits of community facilities only with the consent of the health authorities and reporting obligation of caregivers in case of excretion of the following pathogens

- Cholera bacteria
- Diphtheria bacteria
- EHEC bacteria
- Typhus or paratyphoid bacteria
- Shigella dysentery bacteria

List 3:

Visiting ban and reporting obligations of guardians in case of suspicion or illness of the following diseases with another person in the shared flat/commune

- infectious pulmonary tuberculosis
- bacterial dysentery (shigellosis)
- Cholera
- enteritis, which is caused by EHEC
- diphtheria
- jaundice/hepatitis caused by hepatitis A or E virus (hepatitis A or E)
- meningitis caused by Hib bacteria
- Kinderlähmung (Poliomyelitis)
- Masern
- Meningokokken-Infektionen
- Mumps
- Pest
- Typhus oder Paratyphus
- virusbedingtes hämorrhagisches Fieber (z. B. Ebola)

Learning

what the

future

actually

requires!

