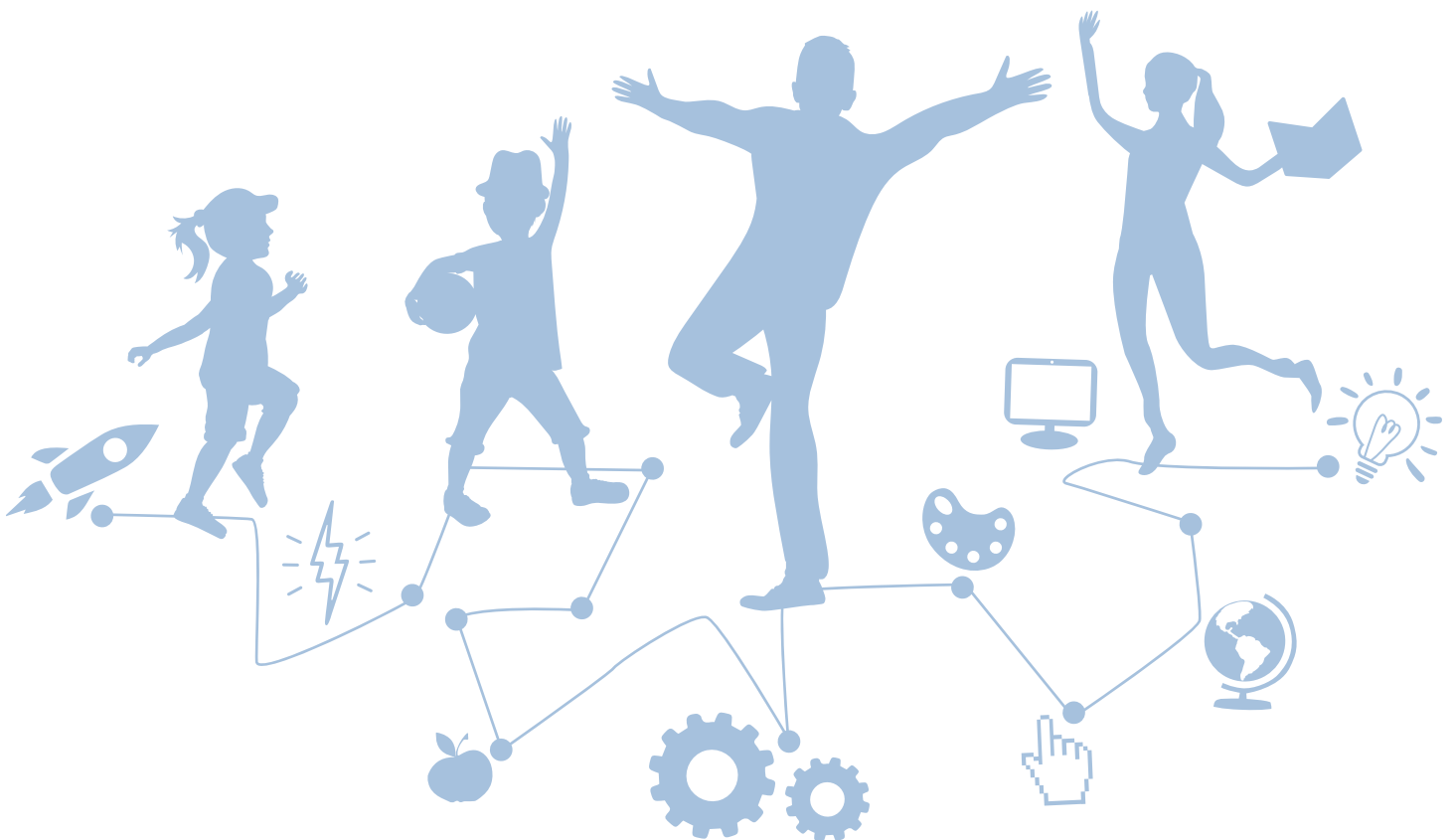


Klax School

Information for Parents and Pupils



School Year 2022/23

We are award winning:



Der Deutsche
Schulpreis

2021 SPEZIAL



Exzellente
digitale Schule

Berlin 2020-2024



We take part in:



Co-funded by the
Erasmus+ Programme
of the European Union

About this Booklet

To help you when starting school and to give you an overview of the most important aspects of everyday life at the Klax School, we have compiled the following information. This brochure also explains once again the principles of our pedagogical work and shows how we foster individual learning in the social community.

This brochure is in annex to the school contract. Please read the brochure carefully. Please also have a look at our website for further information: www.klax.de/en/school

If you have any questions, please contact the school secretary:

By phone: +49 30 - 92 10 96 46

Per E-Mail: info@klax-schule.de

The Principles of our School Community

The Klax school sees itself as a social community in which learning partners, learning guides and parents interact and work together. In this sense, all events are organised and carried out together, common values for the school community are established, meals are eaten together and parents are integrated into the school community as educational partners.

We assume a positive attitude

At our school we promote an atmosphere of social interaction and mutual consideration. Our learning partners actively engage in the classroom and at events and help to shape the direction of the school.

We expect active participation in school life

Our learning partners participate not only in lessons but also at meals and events.

We take our exclusion rules seriously

Smoking, alcohol and intoxicants are prohibited at the school and in the surrounding area. We do not tolerate violence, theft, bullying or vandalism. Violation of these rules will result in immediate exclusion from the school community in conjunction with termination of the school contract without notice.

We have active and committed parents

Our parents work together with us on their children's learning success and celebrate their achievements and work. It is especially important to us that parents participate in events such as portfolio discussions, theatre performances, final events of project weeks and school events such as the summer festival.

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Introducing the Klax School



At the state-recognised Klax School in Berlin-Pankow, there are currently about 500 learning partners learning from the first grade to the Abitur. The school was founded in 2000 and has been a Community School since 2020. The school's goal is to enable every learning partner to achieve individual learning success. Self-organised learning, project work and the teaching of digital skills are among the focal points of the pedagogical concept. The Klax school has a bilingual branch in German and English. Art and digitalisation are focal points.

The school participates in numerous European Union projects through the Erasmus+ programme and has been awarded the title „School without Racism – School with Courage“. The Klax school was recognised as an „Excellent Digital School“ by the state of Berlin. It is a nominated school for the final of the Special German School Prize 2021.



Dear learning partners and parents

Those who can visualise and develop their own strengths with self-confidence are better able to deal with challenges - be it at school, at university or later in professional life. The Klax School's goal is to enable children and young people to achieve individual learning successes and thus boost their self-confidence.

With our unique concept in distance learning and our excellent support for families in the lockdown, we were nominated for the Special German School Award 2021. During the pandemic, we once again showed that school community is very important to us.

Since last year, we are officially a Community School and can, therefore, unite all classes under one roof. This structure promotes a better and more focused implementation of the Klax Concept, as it allows us to bring more flexibility to the design of cross-curricular and cross-class projects.

We know that many parents and learning partners choose the Klax School precisely because it is our aim to create optimal learning conditions by using the most modern teaching methods. For us, optimal conditions mean: We want to give the children and young people more freedom for individual learning paths and creative approaches than is usual at many other schools.

We would like to thank you for the trust you have placed in us and look forward to a productive cooperation and the next successful steps on our common educational journey. If you have any questions, please do not hesitate to contact us.

The School Management

The Klax School

from A to Z

Below we have compiled the most important facts and terms about our school in alphabetical order.

Abitur Course Selection

Our Upper School is divided into the Introductory Phase (Year 11/E-Phase) and the Qualification Phase (Years 12 & 13/Q-Phase). In the introductory phase, the number of subjects is regulated by the timetable. In the Qualification Phase, young people can choose from basic and advanced courses. We offer the following courses for this purpose:

Basic Courses:

- Fine arts
- Biology
- Chemistry
- Performing arts
- German Language
- English Language
- French Language
- Geography
- History of
- Computer Science
- Mathematics
- Music
- Political Science
- Physics
- Philosophy
- Spanish

Advanced Courses:

- Fine Arts
- Biology
- German Language
- English Language
- History and
- Physics
- Political Science

Our Basic Values

We respect and value each other.
This is how we create a successful
learning atmosphere.

We trust each other and through this
ensure a reliable and
productive school community.

We act independently and thus create
the basis for innovative learning.

We work together to promote
sustainable thinking and action.

All-Day School Concept

We are a community school and work according to an all-day concept agreed upon with the Senate Administration. We offer children early or late care from 6 a.m. to 6 p.m. according to their after-school care voucher (Hortgutschein).

In accordance with the all-day school concept, instructional and recreational phases as well as self-selected activities alternate with each other in the daily routine. Our learning partners are supported by learning guides, external freelancers, after-school care staff and educational specialists.

The primary school operates in open all-day mode with after-school care. For learning partners in grades 1 to 6, attendance is compulsory from 7.45 a.m. to 3 p.m. and on Tuesdays and Wednesdays until 4 p.m. Pupils must be in the classroom by 8 a.m. sharp. Those who wish may choose an additional club, which take place from 3 p.m. each day.

The secondary school operates in part-time all-day mode. Learning partners in Years 7 to 10 have general compulsory attendance from 7.30 am to 4.15 pm, on Fridays until 3 pm or as regulated by their timetable. The compulsory club line is integrated into the school day. Those who wish may choose an additional club or one of the Open Lab offers and stay in school until 5pm.

Annual Plan

The annual plan structures our school year and includes important school-wide dates and events. Every year in spring, the plan for the coming year is drawn up and decided upon at the school conference. As an independent school, we can vary the holidays somewhat. We do this mainly to give our learning guides the opportunity for further training. The annual plan also shows the annual closing days.

Assessment

As in state schools, we start grading from Grade 3 onwards and write class tests and exams. We also take part in the VERA tests and participate in learning competitions. At the beginning of the first and seventh grade, the usual school entrance diagnostics are carried out in the state of Berlin.

The grading scale is based on the Klax evaluation pyramid and considers the statutory provisions of the secondary level 1 regulation (i.e. ER-level or GR-level). The marks are converted into mark points according to the following table.

Marks		Points
Advanced Level (ER)	Basic Level (GR)	
1	1	15
		14
		13
2		12
		11
		10
3	2	9
		8
		7
4	3	6
		5
	4	4
5		3
	5	2
		1
6	6	0

1 = excellent, 2 = good, 3 = satisfactory, 4 = sufficient, 5 = poor, 6 = fail

Basic Values

At the beginning of the school year, all learning partners reflect together on the values we want to live and learn by together as a school community in the new year. You can find our current values on page 9.

Before and After-School Care (Hort)

Attendance at Hort is compulsory in classes 1 – 4, the fees are shown in the official after-school care voucher. More information can be found in the section „All-day School Concept“.

Skills for the Future: The 21st Century Skills

We want to provide our learning partners with key competences so that they can live as responsible citizens in an increasingly digitalised society. We are guided by the 21st Century Skills that are important for working and living in modern society. We focus on six basic skills:

- Collaboration
- Use of IT in learning processes
- Problem solving and innovation skills
- Connecting communication
- Construction of own knowledge
- Reflecting and giving feedback



Collaboration



**Use of IT
in learning processes**



**Problem solving and
innovation skills**



**Construction
of own knowledge**



**Connecting
communication**



**Reflecting and
giving feedback**

Source: 21st Century Skills, University College Copenhagen

Bilingual Branch: English / German

The bilingual branch is aimed at learning partners who have an English-speaking background, i.e. who either speak English as their mother tongue or grow up in a multilingual environment where English is the liaison language.

At the primary level, children learn to read, write and calculate in German and English. Science, art and music are taught in English. We give equal value to the learning of the German and English languages. In bilingual classes, English is the main language used in social situations.

In the secondary school, Biology and Humanities are taught in English.

For learning partners who do not speak German, we offer German as a foreign or second language in addition to the lessons. Admission to ‚Abitur‘ certificate requires German language skills at C1 level. German is the language of delivery for the Abitur.

Career and Study Orientation

To prepare our learning partners for their choice of profession or course of study, orientation events take place at our school. A school coordinator works with authorities, companies and universities.

Club Line

Each learning partner chooses a club for the school year according to their inclination and interests. The clubs are run by artists, experts and learning guides. Clubs offered include programming, pottery, various sports, science topics, chess, band, choir, etc.

Participation in at least one club is compulsory for all learning partners. Another club line can be chosen in addition.

Compulsory Electives in the Middle School

Language choice: Learning partners in grade 7 choose between Spanish and French and keep studying this language until the end of middle school.

Art choice: In the area of art, at the beginning of each school year there is the possibility to choose between four different art lines. The subject can be changed each year at the beginning of the school year. You can find out more about the options in the section „Art choices in the Middle School“ on page 27.

Connecting Communication

„We talk to each other, not about each other!“ is an important principle for communication in our school community. This principle applies to all members of our school community equally: Learning partners, parents, learning guides, leaders and other staff.

A friendly and approachable tone of voice is cultivated at our school, whether it is direct conversation, written correspondence or communication via digital media.

All information for parents is provided via Schulweb. Learning partners can communicate with each other and with learning guides via MS Office Teams using the class chat in Teams. E-mail can be used for exchanges between parents and learning guides.

The use of WhatsApp and other social media channels is strongly discouraged for data protection reasons and to prevent unverified content.

Encounter Week

Every school year we start with an encounter week to strengthen the social community at our school and to welcome new learning partners.

Erasmus School

We are involved in various European projects. Classes and groups of learning guides travel to European countries, take part in international training courses or organise projects together with schools from all over Europe.

Events

Three times a year, an open day is held at our school. Our learning partners stage a theatre productions twice a year. We end the school year with two big festivals: the graduation ball and the school ball. In addition, we regularly participate in extracurricular events. All events are organised jointly by the learning partners and learning guides and supported by the parents' representatives.

Excellent Digital School

We have been awarded the title of Excellent Digital School by the Berlin Senate Administration for our exemplary use of modern learning methods and digital tools.

We work with the Klax Pedagogy

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

Individualised Learning Pathways

Instructional phases and phases of self-organised learning alternate in our school. Each learning partner follows an individual, self-organised learning path. Learning guides support them in this process and give them plenty of time to practise and repeat. They focus on the strengths of the young people and thus enable them to systematically build up knowledge and skills.

The Social Community

At our school, learning guides teach. Together with the learning partners of different ages, they form a learning family. Learning works best as a team, which is why the learning partners support each other. The basis for learning and living together in the learning family is the set of values developed at the beginning of the school year together, where the rules for living together can be found.

The Authentic Adult

The learning guides are pioneers of learning processes. They create a stimulating learning environment, provide suitable materials and advise the learning partners in their choice of learning steps. They are role models for the adolescents, provide a good learning atmosphere with their authority and evaluate the performance of the individual based on previously negotiated criteria. They fascinate the young people for a subject area by always ensuring a high level of self-motivation and the current level of knowledge. They have methods and competences to perceive the strengths and interests of the individuals in their learning family and to motivate and support them accordingly.

The Designed Environment

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

Focal Points: Arts and Digital

We are an arts-based school with an additional focus on digitalisation. In the primary school, we have included the subject Maker (from grade 5 onwards, Coding) in the timetable. In the Middle School, we offer an elective line with up to four different art subjects as well as the subject Coding. At the Abitur level, art can be taken as an advanced or basic course, and music and computer science are available as basic courses.

Foreign Language Learning

We teach the following foreign languages:

1. English from Grade 1
2. Spanish and French from Grade 7

To be admitted to the Abitur, the following requirements must be met about foreign languages. As a recognised alternative school, the Klax School is bound by the general requirements of the state of Berlin:

- The 1st foreign language must be started in grade 3 at the latest and must be taken continuously until entry into the Upper School.
- Learning partners can opt out of the 2nd foreign language in grade 11 if they have if they have taken it continuously from Grades 7 through to the end of Grade 10.
- If the second foreign language was started in Grade 9, it must be taken until Grade 12 (end of Q2).
- If the 2nd foreign language was started in Grade 10, it must be taken until the end of the Abitur, but not as an examination subject.

Learning partners from abroad who wish to take their Abitur at the Klax School must first have their qualifications recognised by the Senate Department for Education so that the obligation to continue taking foreign languages can be checked. You will find further information on the Senate Department for Education, Youth and Family's website: <https://www.berlin.de/sen/bjf/anerkennung/schulische-abschluesse/>.

Graduation

In connection with our concept of self-organised learning and to promote self-reflection and a sense of responsibility, we have a graduation system at our school. Learning partners can reach Junior, Senior and Master of Learning levels and with each level gain more freedom combined with responsibility in relation to their learning.

Guaranteed teaching

We ensure that lessons will take place as planned. Should a learning guide be absent, lessons are covered by a substitute or by the use of digital media in accordance with the cover plan.

Information for Parents

The central information resource for parents is Schulweb. Pupils, parents and teachers have access to Schulweb. Here, the school makes all grades, entries and absences of the pupils and the parents' letters available to view. The pupils' basic information is also stored here. The updating of basic and personal information is the responsibility of parents and pupils.

Learning

We are convinced that learning can only succeed in a well-functioning social community. For this reason, many social times are integrated into the school day, such as the morning and closing circles and eating together. We place an emphasis on project learning and joint activities. As part of the concept of self-organised learning, we give learning partners the opportunity to recognise responsibility for their own learning and to act accordingly.

Learning Family

The class is the smallest unit of a learning family, four classes form a learning family. All learning guides, learning partners and parents belong to the learning family. The learning family is led by a learning family coordinator. The learning family coordinators coordinate closely with the school management.

Learning Guides

Our learning guides see themselves as learning guides and in this way express their specific attitude towards the learning processes at our school.

Library

Our school has its own library. It lends out textbooks and provides class sets for use in class. In addition, the library can also be used for private loans by the learning partners. Currently, the library is open online only. Books can be collected every Wednesday at the school's book stand.

Digitally Supported Learning – the Best of both Worlds

All learning partners bring their own laptop to school, have access to the school's Wi-Fi and receive an account for our learning management system (LMS). Currently, we use the software Teams from Microsoft. The learning guides use this LMS to make assignments and learning materials available. The learning partners send back completed tasks or questions and quickly receive an answer. In this way, the learning guides are there for the children and young people during lesson time, even when they are not in the classroom. This ensures contact in the learning families, especially during learning counter times.

The organisational tool integrated in the LMS allows members of the learning families to work together and helps the learning partners organise their documents. The instructions of the learning guides can be recorded and repeated as needed. In addition, they can support the learning partners with self-created tutorials.

By using our LMS, we combine the best of both worlds: a good social basis and stimulating learning atmosphere in the classroom with the possibilities of a software that always allows the members of the learning family to work together individually.

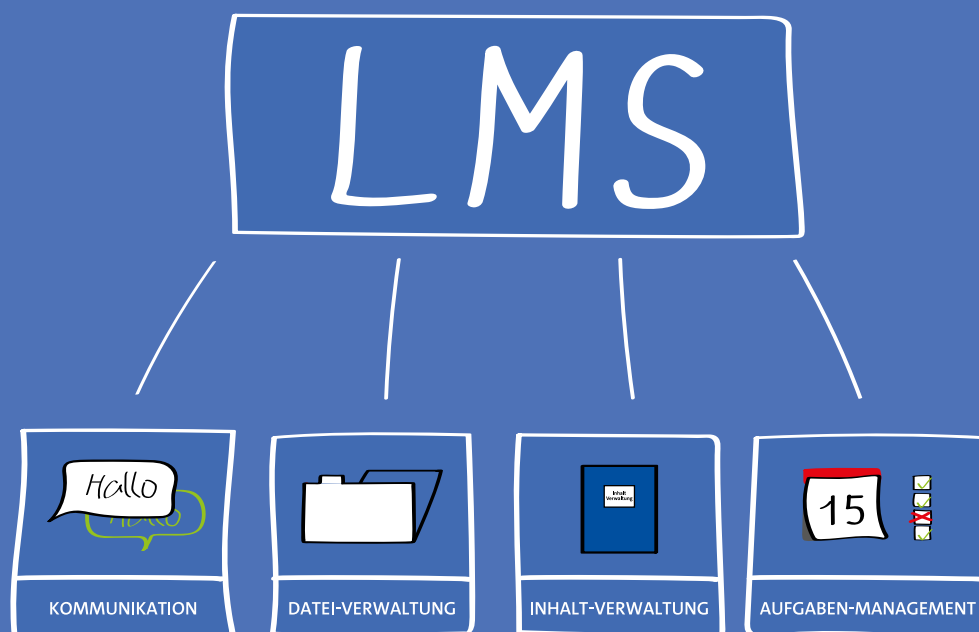


Illustration: Learning Management System (LMS), see Kurt Söser, Office 365 im Schulkontext (Office 365 in a School Context), p. 169

Logbook

All learning partners are provided with a logbook. The logbook is used to plan the school day and as a liaison notebook between parents and learning guides.

Lotus Plan

The Lotus Plan is our tool for planning learning for the coming month. It is created by the learning guides of a learning family in collaboration with the learning partner representatives and is posted in the school building.

Makerspace

Our school-owned Makerspace is the place where our focus on art and digital ideally come together. The Makerspace is used for lessons and project work, as well as for the club line and open labs. You can find out more about working in the Makerspace under „The Makerspace“ on page 21.

Opening Hours

Our school is open from Monday to Friday from 7.30 am to 5 pm. The after-school care is open from Monday to Friday from 6 am to 6 pm.

Parents

We maintain a strong working relationship with the parents of our learning partners. We have a strong and active parent council. Parents can expect regular information about their child's learning. We publish a monthly letter to parents and hold regular parent events, such as performances, presentations and final events at the end of the project week. You can find out more about this in the section „The Principles of our School Community“ on page 4 and in the section „Parental Partnership Guidelines“ on page 39.

Partnerships

We have a friendship with the Roschani Girls' School in Afghanistan. Our classes carry out various activities, collect donations and write letters to the girls in Afghanistan.

The German After School in Tingleff is our partner school in Denmark. Every year there is a learning partner exchange with the young people in Tingleff, in which our ninth and tenth classes participate.

Portfolio

The portfolio serves to document the learning biography of the learning partners from the first day of school until the end of the school year. In the portfolio, learning events and evidence of learning are documented. The portfolio shows the learning partner's learning status. Twice a year, pupil-led portfolio discussions take place together with the parents.

Problem and Conflict Resolution

Not everything always goes as it should. In every school there are sometimes conflicts, misunderstandings or bad grades. Not all children and young people find it easy to behave according to the rules in every situation, or to study for an upcoming assignment. Parents who are worried about their child's their child's learning performance can contact the class teacher or the Learning Family Coordinator.

Whether it is about learning performance or behaviour, it is important in any case that parents work together with learning guides. Almost all problems can be solved, together it works better and faster - for the benefit of our learning partners.

Project Work

To deepen the teaching and to consolidate the learning content, we carry out three to four interdisciplinary project weeks every school year: The arts and crafts project week in the autumn, the language project week at the end of the year, the theatre project as well as other project weeks on topics related to topics. In this context, each class undertakes an art or project trip once a year.

Property and Lockers

A locker is provided for each learning partner to store jackets, street shoes and backpacks. In the Upper School, learning partners are provided with a personal workstation, which is equipped with a lockable property locker for personal study materials.

The Makerspace

Based on the design thinking process, the learning partners go through the different phases of product development in our school's own Makerspace: from the first product idea to the solution concept to the prototype. For this purpose, the school community has access to versatile tools, machines and materials. From 3D printers and soldering irons to laser cutters and cutting plotters, right through to CNC milling machines. All kinds of product dreams can be realised here.

The Makerspace has two goals. Firstly, it should enrich project-based learning in everyday school life by linking as many lessons, clubs and project weeks as possible with the Makerspace and proactively encouraging participation in competitions and events. In the



process, what has been learned can be applied in a creative way and career ideas can be stimulated. New and innovative teaching concepts are developed and tested in constant exchange with the learning guides. All subjects are involved: In art, vector graphics are designed, while the biology course works together with the robotics club on an automated greenhouse. In the elective subject „Maker & Design“, products are being tinkered with intensity.



Secondly, the Makerspace is intended to give the learning partners space to build up a school-internal Maker community. Free learning time can be used to brood over their own projects, participate in extracurricular workshops and continuously discover creative scope, resources and forms of self-organisation. In this way, remote-controlled rubbish bins, Lego sorting machines and Bluetooth speakers are created.

At the end of each project, the learning partners are given the stage to present their latest developments to the school and showcase their ideas. For this purpose, a school Maker Fair is organised every six months, where all inventions are presented.

In addition to the clear focus on the use of digital tools, the emphasis on environmental awareness is also in the foreground. Everything can be repaired or reused. Our plastics recycling machine melts down plastic waste such as old yoghurt pots, which can then be injection moulded into new products, e.g. snap hooks.

In addition to the practical demonstrations, the Makerspace also hosts „Climathons“, in which the school community spends an entire day researching an environmental challenge and develops ideas for solutions. We eagerly await the next product and design ideas!

Qualifications

We offer the following school-leaving qualifications:

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

Due to our state recognition, we are entitled to award these school-leaving qualifications and to deliver the associated examinations.

School Fees

As a state-recognised independent alternative school, we receive subsidies from the state of Berlin to finance the salaries of our learning guides and staff. For all other costs, we charge school fees to the parents. Our school fees are based on solidarity. We offer a limited contingent of reduced and exempt places to enable learning partners from different social backgrounds to learn at our school. Our current tuition fee table can be found on our website <https://klax.de/en/school/faq>. The tuition fee doesn't contain extra cost such as school trips, excursions, proms, school leavers' balls and theatre performances at the school.

School Lunch

We offer three meals a day in the school cafeteria: Breakfast, lunch and snack. Participation in the meal service is compulsory. The costs are included in the school fees, up to the end of primary school lunch is financed by the senate administration. At various stations in the school building, our learning partners also find unsweetened drinks and fruit and vegetables.

We pay attention to healthy and varied nutrition and follow the guidelines of the German Nutrition Society (DGE). A working group of the learning partner council meets regularly to review the quality of the food. Our cafeteria is supplied with regional and seasonal mixed food in organic quality by the wholefood caterer Löwenzahn. You can find out more about this under „The seven principles of wholefood nutrition in our school cafeteria“ on page 37.

School without Racism

Throughout the year, we run projects at our school on topics such as racism, discrimination, violence and bullying and the learning partners take part in prevention events.

Self-Organised Learning

Teaching at our school is based on the principles of self-organised learning: Instructional phases and learning times alternate. The learning guides plan the lessons half a year in advance and prepare the learning material in didactic units. Visual aids, exercises and learning materials are placed on the learning counters at the appropriate time.

In the form of level sheets, which are valid for half a year, the learning material is made transparent to the learning partners. In the instruction phases, they are instructed in tasks by their learning guides. Based on these instructions, they can later continue working in the learning counter time.

All subjects except sport, music, art, WAT and coding are taught in two didactic forms: Instruction and learning time.

In instruction time, the learning guide gives a lecture, explains contexts, tasks and divides the learning partners into learning groups.

After a maximum of 30 minutes, the learning time begins, which is intended for independent and individual learning. In the learning time, work is done on the goals that are in the learning partner's step plan. The learning guides have provided digital or analogue tasks and learning materials. During learning time, up to four different subject learning guides are there for the learning partners. There is additional instruction in small groups, as well as individual subject discussions between learning guides and learning partners. Learning time takes place in the learning family.

During learning time at the learning counters, open labs and clubs, learning partners work alone or in small groups. The learning guides are in the room, answer individual questions, help with difficulties or repeat the instructions if necessary.

Learning partners plan their learning in cooperation with their learning guides. They use the logbook and the step plan. Each task is divided into sections and then worked on step by step. In the morning arrival time, all learning partners agree individually with their class teacher which learning tasks they will complete during the day. The goals are recorded in the logbook and discussed on Friday at reflection time.

Instruction also takes place in the classroom using the MS Office Teams learning platform. Learning partners who are not in school for various reasons can join in via Teams. During learning time, the digital assignment tool is used, the learning counter assignments are provided by the learning guides digitally in MS Office Teams and analogue in the learning counter area/learning studio. The learning partners work on the tasks alone or in small groups during the learning time. They are supported by the learning guides.

Dress code

We are a social community and treat each other with mutual respect. This includes appropriate dress.

Clothing and shoes are to be chosen according to the occasion and must not provoke, belittle or discriminate against others. Clothing and footwear must not be dangerous neither to the wearer nor to others.



Our school focuses on individuality, creativity and innovation. We take social changes and cultural differences into account.

Slippers

We are a slipper school. This means that all members of the school community must wear slippers within the designated zones. These must meet accident prevention requirements, for example sturdy trainers with light coloured soles are suitable.

Sport

A modern gymnasium is available for sport. Here we teach volleyball, basketball, football, gymnastics and many other sports. For outdoor activities we use the Kissingen Stadium. This modern stadium is only a few minutes' walk from the Klax School and is used for all athletics disciplines and football.

Support Pedagogy

We employ a support teacher. A school psychologist is available to the learning partners. For learning partners with dyslexia and dyscalculia, we offer intensive German and maths lessons. For learning partners with diagnosed special needs, our support teacher works closely with SIBUZ (School Psychological and Inclusion Educational Counselling and Support Centre). We try to meet the needs of our learning partners, but we cannot cater for every form of support need and in certain cases must refer them to other schools.



Teach Teams

Each class has a class teacher, who is assisted by a second pedagogical staff member. In the primary school, these are educators, students or subject teachers without class responsibility. In the middle and upper school, these are subject teachers without class responsibility. In addition, there is a pedagogical assistant for each grade.

Timetable

Our timetables are a structural aid for the day. They determine when which learning offer is available for which learning family. The timetables do not indicate how many hours the classes learn in which subject, because at our school the focus is on skills. With the instruments of Klax pedagogy, we guarantee that the learning partners learn how to acquire knowledge. In all school levels, we follow the framework curriculum of the state of Berlin and plan our daily structure in several phases.

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

Waiting List

We fill our school places based on a waiting list. Siblings are given priority on the waiting list. Ten percent of our places are reserved for families entitled to a discount.

Art Choices in the Middle School

Maker & Design

This elective is all about the maker scene and the principles of design. We develop product ideas from the first draft to the prototype, apply design thinking methods and learn how to organise projects in a team and present results convincingly. Maker & Design is aimed at all young engineers who like to tinker and want to learn how to build simple robots, recycle materials, operate laser cutters and make 3D objects without any previous knowledge.

Fine Arts

The fine arts course is aimed at those who like to deal intensively with the world of art, the art world. We learn about old masters, young savages and modern geniuses and try out practices from all art movements and forms: Painting pictures, printing pictures, building objects, sculpting, creating designs or spray-painting figures - we combine the various techniques with each other. There are no limits to creativity!



Theatre

In theatre or performing arts we learn the basics of theatre work and get a taste for it. With playfulness and courage, we exchange with the audience and test physical, vocal and textual realisations of stories and themes in the group. Here, courage to make mistakes in improvisation, team competence and stamina in testing are desired! We experience theatre from different perspectives: sometimes as an audience, sometimes as a director, sometimes as a playwright and always as performers on stage.

Music

In this focus we not only deal with the basics of music theory and notation, but also learn to play well-known melodies individually or in groups on the keyboard. Everyone gets their own keyboard for this. If you want, you can programme your own music on the instrument or compose your own pieces.

Material and Equipment for your School Start

For a successful start at the Klax School, our learning partners 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, materials must also be purchased by parents or learning partners themselves. In the following list, we have presented this basic equipment for the respective grades.

Basic equipment for the primary school

- Pencil case
- Scissors (rounded) for left- or right-handers
- Glue stick
- Wooden crayons
- 2 learn-to-write pencils (thick triangular pencil) or fountain pen (from grade 2nd grade, by arrangement)
- Highlighter
- Sharpener with tin
- Eraser
- Loose-leaf binder:
 - Blue – Maths
 - Red – German
 - Green – Science (grades 1 to 4)
 - Orange – Music
 - White – English
 - Yellow – Projects
 - Grey – Art
- A4 folder (at least 8 compartments)
- Sports bag and long and short sports clothes (sports shoes with light-coloured soles for the gymnasium, outdoor: sports clothes and sports shoes)
- A change of clothes for emergencies
- Sturdy, non-slip shoes for use in the school building
- 1 pad with white pages, Din A4
- Tablet (1st – 3rd grade), laptop (from 4th grade)

Exercise Books

Grade 1:

- 1 mathematics exercise book, A5 format (1st year)
- 2 story books, size 1G, class 1, A4
- 2 exercise books for learning to write, format 0, A5 landscape
- small ruler 15 cm

Grade 2:

- 1 mathematics exercise book, A5 format
- 1 A5 exercise book, ruling 02
- 1 exercise book A4 size 01
- small ruler 15 cm

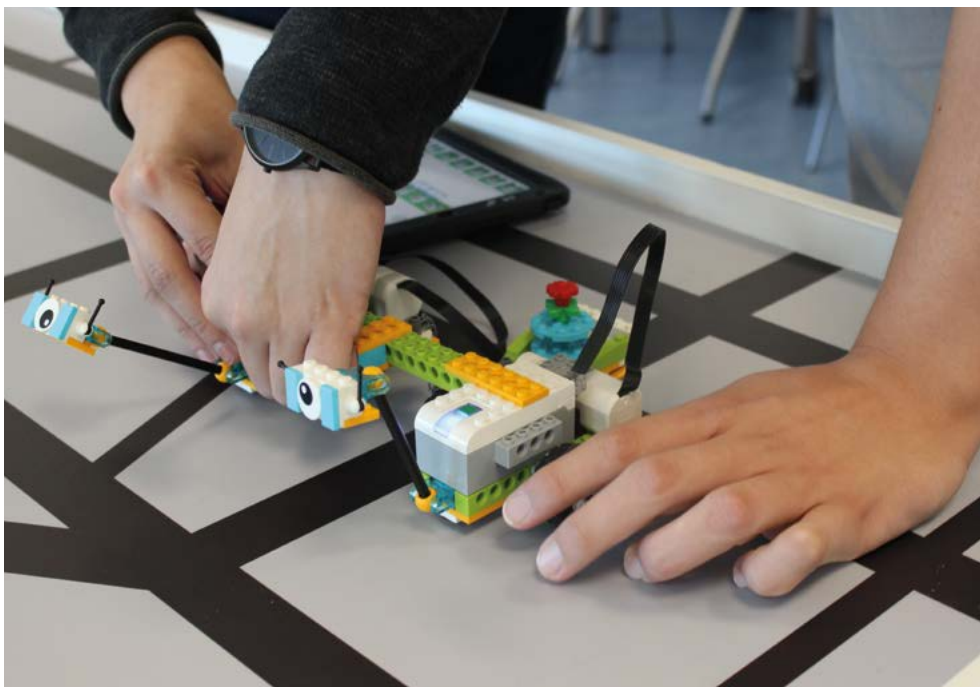
Grades 3 – 6:

- 2 lined pads
- 1 squared notepad
- Swimming costumes (only grade 3)
- Ruler 30 cm
- Set square

For Maker and Coding

from Grade 4:

- Micro: Bit V2.0. board (Go-Set with USB cable, battery holder), e.g. available at www.reichelt.de EAN:4250236821160



Basic Equipment in the Middle and Upper Schools

- Laptop (The information below is for guidance. Which device you purchase for your child is at your own discretion).
As the laptops will be used for at least five years, it is advisable not to choose the cheapest one. After all, this is a basic everyday item at our school. It should have a webcam, several USB ports, a mouse and a carrying case. We also recommend insurance for the device, as the school cannot be held not be liable for the equipment. We do not recommend tablets because they have been found to be inadequate for classroom use. If you are still unsure which device to buy, please contact the school.
- Pencil case
- Scissors
- Glue stick
- Crayons
- Pencils (2H, HB, 2B)
- Fountain pen or other writing utensil
- Highlighter
- Sharpener with tin
- Eraser
- Set square
- Ruler (30 cm)
- Compass
- Parabola (curve template)
- Calculator: TI-30 ECO RS (grade 7) TI-30 X Plus Math Print (grade 11)
- Music book
- 1x writing pad squared DIN A4
- 1x writing pad lined DIN A4
- 1x writing pad mm paper
- 1x writing pad with blank paper
- 10 loose-leaf binders
- Corner folder
- Sports bag and sports clothes long and short (trainers with light-coloured sole for gymnasium, outdoor: sports shoes)
- Sturdy, non-slip shoes for the school grounds

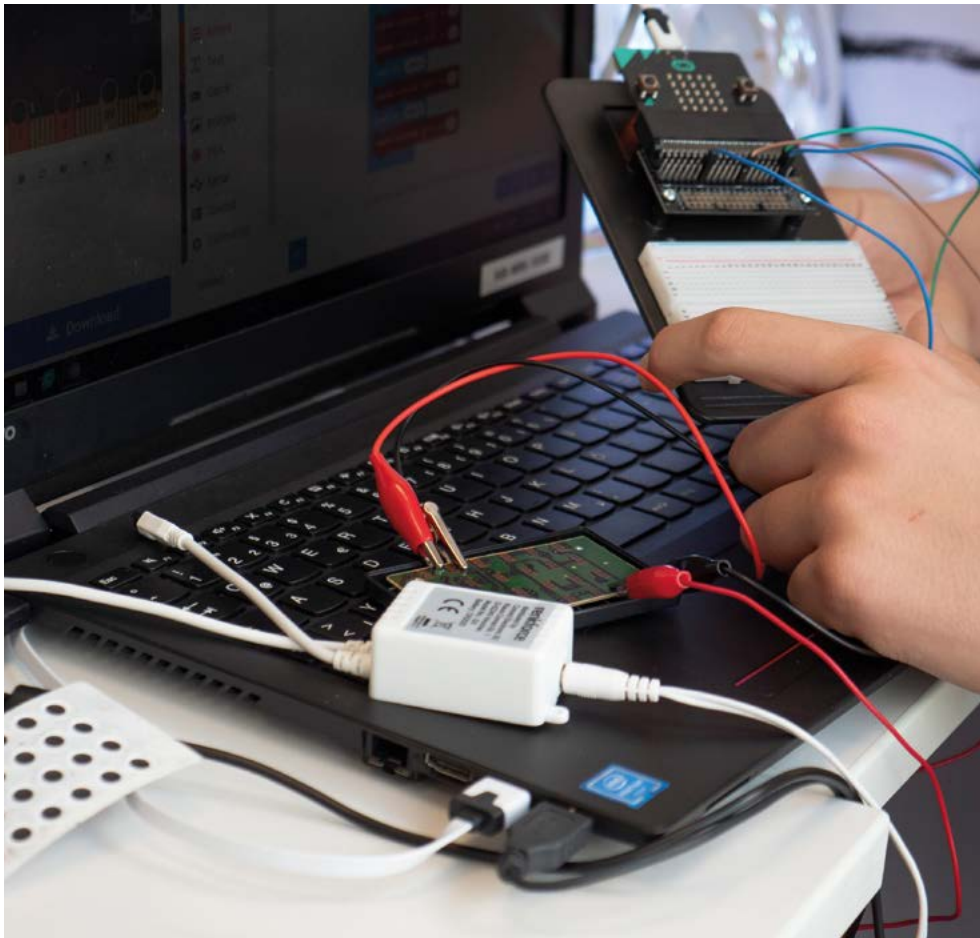
For Coding and Computer Science

Grade 7:

- Micro: Bit V2.0. board (Go set with USB cable, battery holder), e.g. can be ordered at www.reichelt.de EAN:4250236821160

Grades 8 – 10:

- In addition to the Micro:bit, we recommend other microcontrollers such as the „Arduino“, which are used especially in the upper grades. We have enough microcontrollers for use in class, but if you want to continue experimenting at home, we recommend buying your own device. We will be happy to advise you on the purchase.



Rules for Collaborative Learning with Digital Learning Devices

1. I take care of my device and the devices of others. I do not damage devices.
2. I only work on my device with the explicit permission of the learning guide.
3. I make sure that my device is fully charged and usable at the beginning of the day.
4. This is part of my responsibilities as a learning partner at this school.
5. I always have my charging cable and headphones with me.
6. If I forget my device or if it is not usable, I ask the learning guide how I can participate in class as an alternative. If no other participation is possible, this is my own fault and will be considered in my participation grade.
7. I will not use my mobile phone as a substitute.
8. If the use of the device has not been expressly permitted by the learning guide, the devices remain in the class storage cupboard. This also applies to breaks and self-study periods.
9. I will only use my device for school-related purposes. Computer games, social media and streaming services are prohibited, this also applies during breaks. Videos and external websites may only be viewed in consultation with the learning guide.
10. If I break these rules, the learning guide will give me a warning. If I break these rules again, the learning guide may keep my device until the end of the day. If the violations continue, further measures will be taken (parent talks, educational measures, etc.).

Example Timetables

Primary Level Timetable

The timetable for the primary level has, as far as possible, been laid out in 30-, 60- and 90-minute units.

7.45–8.00	Arrival Time
8.00–8.25	Morning Circle
8.25–8.45	Breakfast / Schoolyard
9.00–9.45	Art
9.45–10.30	
10.30–10.40	Break
10.40–11.25	German
11.30–12.30	Schoolyard / Lunch
12.30–13.15	English
13.15–13.20	Break
13.20–14.05	Science
14.05–14.40	Snack / Break
14.40–15.00	Closing Circle
15.00–16.00	Club Line After-School Care

Example Primary Level Timetable (Grades 1 – 6)

Middle School Timetable

The timetable for the Middle School has, as far as possible, been laid out in 90-minute blocks.

The subject Gewi includes the previous subjects Politics, History, Ethics and Geography. WAT and Coding are taught in half-yearly cycles. The A classes have WAT and Coding in the first semester, the B classes in the second semester.

7.45–8.00	Arrival Time
8.00–8.20	Breakfast
8.20–8.45	Morning Circle
8.45–8.50	Break
8.50–9.35	Elective Subject Art
9.40–10.25	
10.25–10.30	Break
10.30–11.15	English
11.15–11.20	Break
11.20–12.05	Maths
12.05–12.10	Break
12.10–13.00	Chemistry
13.00–13.30	Lunch
13.30–13.50	Schoolyard
13.55–14.40	History / Geography
14.40–14.55	Snack
14.55–15.10	Closing Circle
15.15–16.00	Club Line

Example Timetable for the Middle School (Grades 7 – 11)

Stundenplan Oberstufe

Subject / Year Group	11	12 (Depending on choice) GK (3) / LK (5)	13 (Depending on choice) GK (3) / LK (5)
German	3	3 / 5	3 / 5
Maths	3	3	3
English	3	3 / 5	3 / 5
Biology	2	3 / 5	3 / 5
Chemistry	2	3	3
Physics	2	3 / 5	3 / 5
History	3 in 11 merged into Gewi	3 / 5	3 or 5
Geography		3	3
Politics		3 / 5	3 / 5
Art (or Music)	2	3 / 5	3 / 5
Music (or Art)		3	3
(Elective) Art	(2)	x	x
(Elective) Philosophy	(2)	3	3
(Elective) Computing	(2)	3	3
(Elective) Theatre Studies	(2)	3	3
2 WPF Courses compulsory	4	x	x
2 nd Language French or Spanish	3 / 4 (if started in Grade 11)	3 / 4 (if started in Grade 11)	3 / 4 (if started in Grade 11)
Sport	2	2	2
Planning Time	1	1	1
Clubs/Activities (compulsory only in 11)	2	x	x
Totall	38 h	min. 34 courses (Actual hours depends on course choice)	

Example Timetable for the Upper School (Grades 11 – 13)

From the new school year, the Advanced (LK) and Basic (GK) Courses will be taught together in selected subjects across both years 12 and 13. This applies, for example, to the subjects Physics, Biology (LK + GK), Politics and History (LK). This is possible due to the division into instruction and learning time. In this form of teaching procedure, supported by level sheets and step plans, it is possible for the learning guide to accompany the learning partners according to their respective level.

The timetable for the Upper School has, as far as possible, been laid out in 90-minute units.

Each subject teacher in the Upper School teaches four hours in the respective subject in the instruction/learning time system, of which 3 units are GK and 5 units LK. In the LK, there are so-called subject-related (towards the end of the year, interdisciplinary) monthly projects 1-2 times a year. For these, 45–90 minutes are planned per week. This time falls within the learning time. The monthly projects include research work, problem solving, innovation projects, etc., but also examination and exam preparation in group work. The learning guide is free to determine these groups or to ask the learning partners to choose a group.

The learning partners in the upper schoolwork in an individual course system.



EAT SMART - EAT HEALTHY!

Regional. Seasonal. Organic.

The **seven principles of wholefood nutrition** in our school cafeteria

1

Use a lot of variety and primarily **plant-based** foods.



3



The following applies to cereal products: **Whole grains** are preferred.

5

Continuous offer of **unsweetened** drinks.



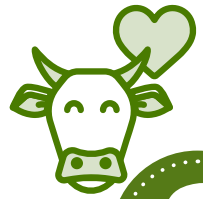
7

Outside of meals: Make everyday life as **active** as possible.



2

Animal foods only as a supplement – naturally from species-appropriate sources.



4

Less is more: Use salt and sugar **sparingly**.



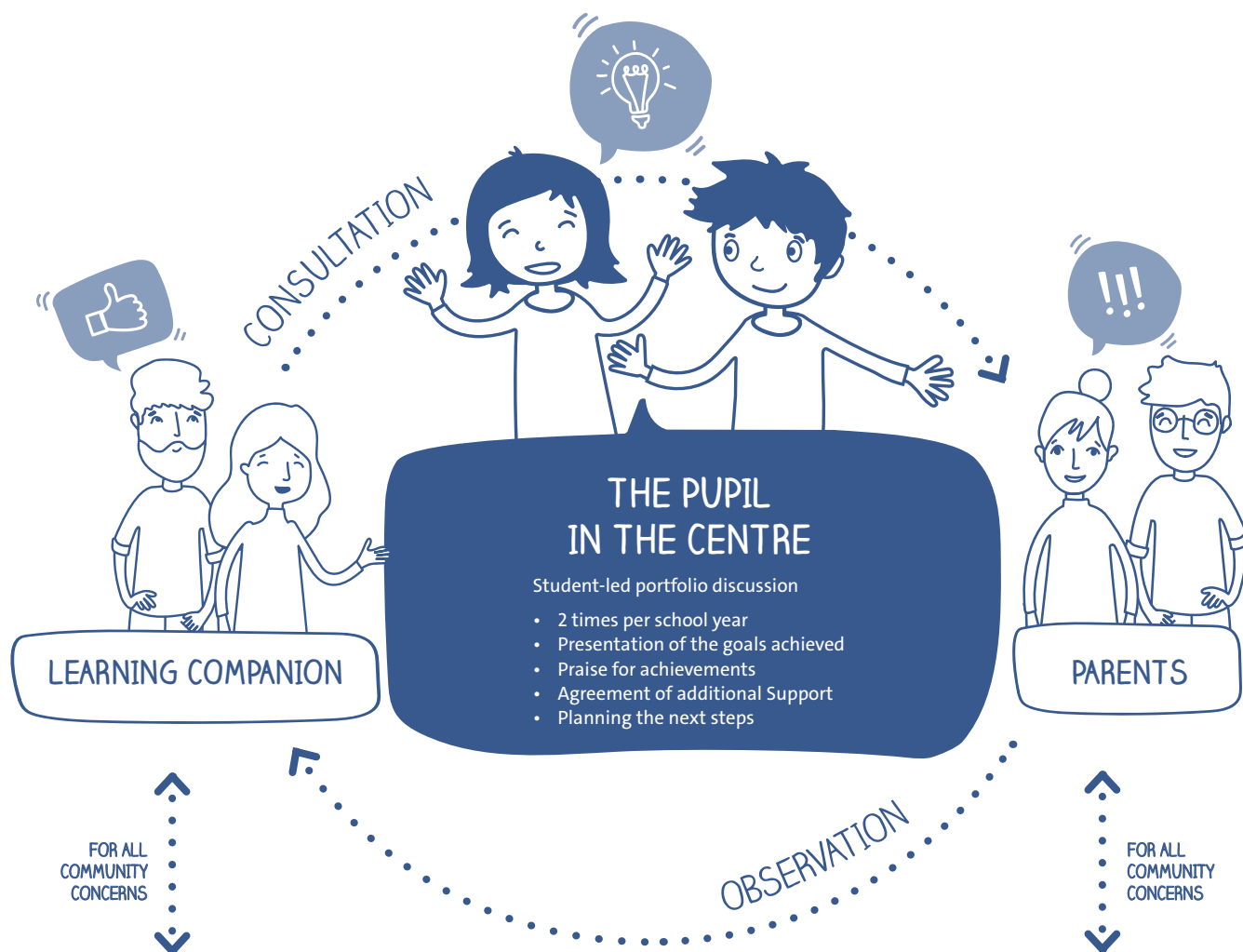
6



No rushing: Eat **mindfully** and enjoy.

PARENTAL PARTNERSHIP

INFORM – PARTICIPATE – GRANT FREEDOM



TEACHERS' CONFERENCE

- §79 school law
- Common concerns of the colleagues
- Election of representatives in the joint parent representation

STUDENT REPRESENTATION

- Common concerns of the pupils

HEAD OF SCHOOL

- Common concerns of the school

TOTAL PARENT REPRESENTATION

- §88-89 Protecting the interests of the parents
- Contact for parents and learning guides
- Formulates common concerns of a class
- Person of trust for children, parents and learning companion

SCHOOL CONFERENCE

- §75-78 school law
- Conference of pupils, parents and teacher representatives
- Information, exchange and decision on the structure and concept of the school
- Highest advisory and decision-making body for school organisation

Parental Partnership Guidelines

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

To achieve this, both sides should work together intensively on some issues, inform each other on other issues and consciously leave room for independent decisions on some issues.

In this Parents' Guideline, we outline 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. Furthermore, it describes how we implement the parental participation required by law.

Parents and school authorities should agree on the following guiding principles of successful parental work:

- To provide the learning partners with the best possible education, parents and pedagogical staff must have an intensive exchange of information. Our work can only bear fruit if we inform each other of everything essential about the child's development.
- The child needs positive reinforcement along the way. We agree that we want to give the child appreciation and positive reinforcement and protect them from overwhelming criticism.
- We agree on the goal of creating a conducive learning atmosphere in the school as a foundation. Children need parents and educational professionals 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 needs constructive cooperation.

Pupil-Led Portfolio Discussion

At the end of each school term, learning partners present what they have learned to their parents. Learning partners, parents and the class teacher take part in the portfolio discussion.

In the run-up to the pupil-led parent-teacher conferences, parents, learning partners and class teachers prepare well. Parents take the opportunity to look at the portfolio with their child. The class teacher obtains precise information about the learning partner's academic status from the subject teachers. They bring the relevant documents to the discussion to support the learning partners in presenting their learning achievements from a subject perspective. The aim is to encourage the learning partners in their approach and to praise them for what they have achieved, so that they can start the new school (half) year motivated. For the coming school year, the learning partner, parents and class teachers agree on goals that will help to promote the learning partner.

Parents' Actions

Many parents find it important to exchange ideas with other mothers and fathers at school, to experience other children and their own child in interaction with them. Educators take this parental demand seriously, actively implement it and develop targeted offers that promote communication among parents and enable positive experiences with the children. Such events can be: parent cafés, studio afternoons, an open day or an autumn/literature festival. Parent events can also help parents to identify better with the school, because they themselves get involved from time to time.

Parent Observation

Once a school year, the parents of each learning partner are invited to observe their child's daily routine. The purpose of this observation is to give parents an in-depth picture of the pedagogical work with their child, instead of relying solely on photos, videos and reports. They should be able to regularly experience how their child's everyday life „feels“, at which moments they are particularly intensively involved, where when and how they learn, but also when they are particularly vulnerable and sensitive.

Parents' Meetings in the Group

According to § 89 of the Berlin School Act, parents' meetings serve to exchange information and opinions on school matters, on the teaching and educational work in the class, and to participate in the school council's decision-making process.

The affairs of individual learning partners may only be discussed with the consent of the learning partner and the parent or guardian at a parents' meeting. Parents' meetings take place in the classroom and are chaired by the class teacher.

The contents of the parents' meeting are: Presentation of the pedagogical work and the concept of the school by the class teacher, discussion of selected projects (e.g. excursions, projects), presentation of the learning development of the whole group, once a year: election of the parents' representatives.

- Frequency: 2 times a year (minimum)
- Participation: All parents of a class, class teacher
- Chair: Class teacher
- Minutes: Class teacher, co-signature of parent representatives
- Duration: max. 2 hours

Parent Representative Duties

The tasks of the Parents' Representation are regulated in §88 of the School Act. According to the law, parents' representatives have the task of actively and responsibly contributing to the realisation of the school's educational goals by exchanging information and opinions in parents' meetings and by participating in the election of parents' representatives as well as in consultations and decisions. The representatives act as mediators between the plans and strategies of the school management and the class teachers and the expectations of the parents. When the management explains upcoming plans to them, they should give feedback in the sense of the entire parent body and point out elements that are particularly worthy of consideration. On the other hand, they should support the learning support team in explaining and convincing the entire parent body of such upcoming projects. They should actively support the team in enforcing the school's rules for parents by acting as mediators. Parents' representatives represent the interests of parents vis-à-vis the school authorities. They exercise the parents' rights of participation in the school.

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 obtained, conflicts with the entire parent body can be avoided.

Parents' representatives are sometimes faced with the question of how to get a picture of the opinion of the parents they represent. Surveys launched by parent representatives in the absence of the pedagogical staff or collections of questions at parent meetings are unsuitable. Parents' wishes as well as criticism can be openly discussed with the team at the parents' evening. Confidential concerns of parents can be dealt with in individual discussions with the parents' representatives.

For parent representatives to arrive at accurate assessments of the parents' opinion, the results of customer surveys (e.g. annual pedagogical evaluation) and complaints should be presented to them. Their suggestions for improving the questionnaires are welcome. The work of the Parents' Council requires a good relationship of trust between the Parents' Council and the class or school management. Discretion is essential, especially about the right to information. In the spirit of trusting cooperation, it is essential that the parents' representatives never become involved in school matters without the knowledge of the class or school management. In the event of a violation of the principle of trusting cooperation, the school management can demand a new election of the parents' representatives.

Election of the Parents' Representatives of the School

The election of the parents' representation is regulated in a binding manner in the school law under § 89: Each class elects two equal parent representatives from among its members no later than one month after the start of classes in the new school year.

Procedure of the Election

A joint parents' meeting is called by the class teacher. The following steps are to be taken for the election:

1. Set the election date

The election date is set as part of the school's annual pedagogical planning. The date will take place within one month of the start of classes and will be announced by invitation from the class teacher, notice board and in a letter to parents.

2. Registration of eligible voters, information about the election, invitation to stand for election

The necessary resources and the registration of eligible voters will be organised by the school management up to four weeks before the election day. At the same time, a written notice will be posted at each school level advertising the position of parent representative, with a brief explanation of the importance of parent representation, an invitation to parents to stand for office, details of how to apply, dates for submission of papers and the election.

3. Eligibility to stand for election

Eligible to stand for election as a parent representative and to elect a parent representative:

- persons entitled to custody, as a rule the parents (§ 88 Para. 4 SchulG)
- persons entrusted with the education and care of underage learning partners
- other persons of full age who present a written power of attorney from the parent or guardian.

Employees of the companies of the KLAX Group, as well as their relatives and family-related acquaintances, persons without parental authority and owners of competing companies may not stand for election as parent representatives.

4. Posting of Candidates, Invitation of Parents

If a parent or person with custody wishes to stand for election as a parent representative, they should inform the class teacher at least two weeks before the election date. To make themselves known to the other parents, all candidates should submit a photograph and a short self-portrayal to the class teacher.

Two weeks before the election, the class teacher should have posted the candidates' photo and self-portrayal in the school. At the same time, the class teacher sends out the invitation to the election of the parents' representatives to all parents.

5. Preparation of the election parents' evening

On the day of the election, the class teacher prepares the election. The premises for the election must ensure that parents can fill in their ballot paper without third parties seeing it. When preparing the ballot papers, it is imperative that the parents' votes are considered.

According to the school law, each learning partner has two votes, even if only one guardian is present or available. The votes may be cast separately. If a person with custody/legal guardianship exercises for more than two learning partners in the same class, they may cast 2 votes for each learning partner. The background to this is equality in the allocation of votes and the freedom of choice.

6. Conduct of the election

The election is conducted as follows:

- Short introduction of the candidates
- Distribution of ballot papers
- Secret ballot by parents
- Collection of ballot papers
- Public counting of the votes and announcement of the new parent representatives by the election management (class teacher).

If less than a quarter of the parents or guardians of the class are present at the election, it must be postponed. This also applies if there are no candidates for the parents' representation. If only one candidate is not elected by most of the eligible voters present, the election must be repeated. A postal vote is not permitted. The candidates with the most votes are appointed as equal parent representatives of the class. They represent each other. All elected parents' representatives together form the School's Parents' Committee.

7. Follow-up of the election, Introduction of the New Parents' Representatives

Within four weeks after the election, the handover of office by the old parents' representatives should take place. A joint meeting is suitable for this purpose, at which the completed and ongoing affairs of the previous year are presented by the old parents' representation and the tasks of the parents' representation are presented in detail by the school management.

The elected parent representatives are reported to the school management immediately after the election by the class teacher. The school management forwards the election ballots with a short report on the election process to the legal department for examination. Only when the election is declared valid by the school management is the parents' representation considered to be elected.

If the election is invalid or if the class does not have an elected parents' representative for other reasons, it remains without a parents' representative for the current school year. The class will then be represented by the school's Parents' Committee.

8. Withdrawal of a Parents' Representative

A Parents' Representative loses their office when the learning partner leaves the class. In this case, the second parent representative of the class can take over all duties or a new election will take place. This also applies if a parent representative resigns. The parents' meeting of the class decides whether a new election should be held.

The Parents' Committee

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

All parents' representatives together form the Parents' Committee. In their first meeting from among themselves in accordance with § 90 Paragraph 2 of the School Act:

- a chair of the Klax School Parents' Committee and up to three deputies.
- four members for the school conference
- two members for the District Parents' Committee
- two advisory members each for the learning guides' conference, the subject conferences and the learning partners' committee.

The Parents' Committee meets at least three times per school year in accordance with §90 Paragraph 3 Sentence 1 of the School Act. Six weeks after the start of classes in the new school year, the Parents' Committee should meet for the first time. The organisation of all meetings of the General Parents' Representation is carried out by the school.

Pursuant to §90 Paragraph 3 Sentence 2 of the School Act, the school management invites a newly formed parents' committee to an initial meeting no later than six weeks after the start of classes in the new school year. At the request of the parents' representatives, the class teachers, student representatives and/or representatives of the learning guides should take part in the meetings of the parents' representatives.

To enable a good, trusting exchange between the school and the parents, it is necessary that the school management and, if necessary, also representatives of the learning companions take part in the meetings of the parents' representatives. In important matters, the school management can request that the parents' representation be convened. According to § 90, Paragraph 3, Sentence 1, 2nd HS of the School Act, the parents' representation must comply with this request. In consultation with the school management, the Parents' Committee can form committees or sub-conferences to deal with individual issues and to develop proposals. are invited.

School Conference

The school conference is the highest advisory and decision-making body of a school. It consists of 14 members who are elected for two years:

- The headteacher
- Four representatives elected by the Teachers' Conference
- Four learning partners from year 7 onwards elected by the Student Representatives
- Four legal guardians elected by the Parents' Council
- One person not belonging to the school, proposed and elected by the members according to numbers 1 to 4, who is to support the school in the performance of its pedagogical tasks.

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

The school conference is consulted, among other things, before decisions on major building measures or before changes to the school's name.

Participation in the District Parents' Committee (BEA)

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

As the Klax School is a state-recognised substitute school (private school), its elected representatives only belong to the BEA „in an advisory capacity“ according to § 110 para. 2 p. 2 of the School Act. Nevertheless, it is advantageous to be an advisory member of the BEA, because as a parent of a public school you can get a lot of information there regarding the general development of the Berlin school landscape.

Among other things, the District Parents' Committee (BEA) ensures networking between the district and state levels and gives parents' representatives an information advantage. In the BEA, parents' representatives can lobby for the interests of all schools in the district vis-à-vis the state or for specific schools vis-à-vis the district office and the branch office of the state education authority in the district. The BEA is an independent body.

For more information, parents' representatives can visit the website of the BEA Berlin-Pankow: www.bea-berlin-pankow.de.

Participation in the State Parents' Committee (LEA)

The State Parents' Committee is a school-based body with 24 members (two per district) and two advisory members from the area of state-recognised alternative schools.

In the district parents' committee, two representatives each are elected for the state parents' committee. According to § 110 para. 3 p. 2 of the School Act, the „representatives of all types of schools in the district should be taken into account in the election“. Since the parents' representatives from public schools only have an advisory function and vote in both the BEA and the LEA, they cannot be directly elected to the LEA via the BEA like the representatives from public schools. Therefore, the parents' representatives of private schools such as the Klax schools, which are members of the BEA, must agree among themselves who will take over the representation in the LEA.

The LEA is an independent body. More information about 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 grounds and premises of the Klax Gemeinschaftsschule und Berufsakademie (hereinafter referred to as the school) of Klax Berlin gGmbH and Lebendig Lernen gGmbH (hereinafter referred to as the sponsor).

Compliance with the house rules

The following house rules are to be observed to ensure a familiar atmosphere conducive to learning.

As a matter of course

We treat everyone with respect, friendliness, politeness, helpfulness and considerate behaviour. Right-wing extremism, racism, sexism, xenophobia and discrimination of any kind will not be tolerated.

Any form of physical, psychological, mental or verbal violence will not be tolerated at our school.

Opening hours

Our school is open from 7.30 a.m. to 5 p.m., the after-school care centre from 6 a.m. to 6 p.m., and the vocational academy from 7.30 a.m. to 6 p.m. The public holidays and holiday periods of the respective federal state apply. Closing days will be announced in good time.

Use of the premises and outdoor facilities

The school premises may only be used by learning partners, learning guides, educators and school staff. All other persons are prohibited from using the premises. At the Langhansstraße site, the playgrounds of the crèche and day nursery are excluded from use.

Visits

Visitors must register at the school office or at the reception area of the Berufsakademie. Visits to the school are only permitted after prior registration and in the company of the staff. The school management will allow visits if a justified interest is declared. Unannounced visitors are to be expelled from the premises immediately.

Safety

Pyrotechnic products, weapons, knives and similar objects, which in their actual use are capable of injuring people, are strictly forbidden on the entire school grounds. The use of open fire and light is prohibited on the school premises. The school management and school staff must be informed immediately of any recognisable threat of danger or damage that has occurred. In the event of an accident, the school administration, school staff and the parents or guardians must be informed immediately. First aid must be administered within the scope of the school's possibilities, if necessary, medical assistance must be sought.

In the event of fire alarms and fire drills, learning partners must follow the instructions of the school staff. Behaviour in the event of a fire alarm is practised at regular intervals.

Digital media

Learning partners are permitted to use digital media for learning purposes only.

Smoking

The school and school grounds are smoke-free zones. This also applies to the smoking of e-cigarettes and e-shishas. Smoking is therefore strictly prohibited in the school building, on the school grounds and within a radius of at least 500 metres. This applies to learning partners, parents, 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, using, consuming and ingesting alcoholic food and beverages as well as substances that fall under the Narcotics Act are strictly prohibited. Likewise, it is forbidden to perform other acts like drug consumption with other substances.

Persons entering the school building under the influence of alcohol or drugs will be expelled from the building.

Notices and complaints

Learning partners, legal guardians and visitors are requested to contact the class teacher with information, questions and problems and, in urgent cases, directly to the headteacher or the deputy headteacher. To establish a relationship of trust between learning partners, guardians and the pedagogical staff, we ask that you make use of this opportunity to talk at any time.

Personal rights

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

Copyright

It is forbidden to reproduce films and sound recordings of any kind, regardless of their storage medium. This also applies to films and sound recordings brought in by learning partners or guardians. The only exceptions are films and sound recordings shown by school staff that serve solely the purpose of learning.

Order, cleanliness and handling of inventory

Rooms and outdoor facilities are to be kept in a clean and tidy condition, furnishings and inventories are to be used exclusively according to their function. Soiling must be removed by the person responsible. Damaged furnishings and inventories must be replaced by the person who caused the damage.

Bicycles, scooters

Bicycles, scooters, skateboards and similar means of transport may not be brought into the school building. They are to be locked up at the designated parking facilities at the learning partner's own responsibility. The school accepts no liability. Entrance doors and escape routes must be kept clear.

Catering

Learning partners, learning guides, educators and school staff receive full board consisting of breakfast, lunch, snack, fruit/vegetables and drinks. Learning partners are not allowed to bring their own food (e.g. snack, lunch, snacks, sweets) and drinks because of the full catering and for hygienic and organisational reasons.

Clothing

Learning partners, learning guides, guardians, visitors and school staff must choose their clothing and shoes in such a way that they do not pose a risk to themselves or others. Clothing and footwear must be appropriate to the learning occasion and must not provoke, belittle or discriminate against others. When wearing body jewellery, accident prevention regulations and laws must be considered. Tattoos, brandings and the like must be covered by clothing. Unconstitutional, anti-state, discriminatory or derogatory symbols are prohibited.

Liability

The organiser is only liable for damages that do not result from injury to life, body or health in the case of intent and gross negligence towards their contractual partners. The school is not liable for the personal property of the learning partners.

Punctuality at the start of school and absences

Learning partners always arrive on time for lessons. Learning partners who arrive late perform a service to the social community and start the next lesson. Disruptions to the lesson that has already begun must be avoided. Any absence from class must be excused in writing or by telephone via reception by 08:30. Unexcused absences and lateness will appear on the report card. The Klax School on Neumannstraße location is a part-time all-day school. Lessons can be spread out from Monday to Friday from 7.30 am to 4.30 pm. Learning partners have compulsory attendance until 4.30 pm on two days a week.

Lockers

Learning partners receive a locker. The lockers must be handled properly. For security reasons and to protect property, only clothing, shoes, backpacks and mobile phones are to be kept in the lockers. School supplies may also be stored in the locker. The storage of food or drinks in the lockers is prohibited. The school management reserves the right to regularly check the lockers of learning partners in their presence.

Material rules

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

Non-Company Notices / Competitive Advertising

Non-company notices and advertising of any kind are only permitted with the express permission of the school management.

Donations

Donations of materials or money for a specific purpose must be agreed in advance with the school management.

Animals

For reasons of hygiene and safety, animals may not be brought onto the school premises.

Instructions of the staff

The staff of the school exercises domiciliary rights towards learning partners, legal guardians, visitors, suppliers and service providers. The instructions of the staff must therefore always be followed.

Violations

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

Part of the contract

For learning partners and legal guardians, the house rules are part of the school contract and will be made known when the contract is concluded.

Protection against Infections

Instruction on the Protection against Infection Act (IfSG) for parents and other persons with custody according to § 34 para. 5 sentence 2 Protection against Infection Act

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

For this reason, the Infection Protection Act contains several regulations that serve to protect all children and the staff in community facilities from infectious diseases. We would like to inform you about these regulations here.

1. Legal prohibition of visits

The Infection Protection Act stipulates that a child may not go to kindergarten, school or another community facility if they are ill with certain infectious diseases or if a corresponding disease is suspected. These diseases are listed on the following page (list 1).

In the case of some infections, it is possible that your child excretes the pathogens after having been ill (or more rarely: without having been ill). In this case, playmates, classmates or staff can also be infected. The Infection Protection Act therefore stipulates that „excretors“ of certain bacteria may only return to a communal facility with the approval of the health authority and in compliance with the specified protective measures (list 2 on page 52).

In the case of some particularly serious infectious diseases, your child must already stay at home if another person in your household has fallen ill or if one of these infectious diseases is suspected (list 3 on page 52).

Of course, you do not have to be able to recognise the diseases mentioned yourself. But you should seek medical advice if your child is seriously ill (e.g. high fever, noticeable tiredness, repeated vomiting, diarrhoea and other unusual or worrying symptoms). Your paediatrician will tell you whether your child has a disease that prohibits attendance at a community facility according to the Infection Protection Act.

Vaccinations are available against some of the diseases. If your child is sufficiently vaccinated, the health authority may refrain from imposing a ban on attendance.

2. Duty to notify

If your child is banned from visiting the school for any of the reasons mentioned above, please inform us immediately and inform us about the illness. You are legally obliged to do this and you will help us to take the necessary measures together with the health authorities to prevent the spread of the disease.

3. Prevention of infectious diseases

According to the Infection Protection Act, community institutions are obliged to provide information about general ways of preventing contagious diseases.

We therefore recommend that you ensure, among other things, that your child observes general hygiene rules. This includes, above all, regular hand washing before eating, after going to the toilet or after outdoor activities.

It is equally important that your child is fully vaccinated. Vaccinations are also available in part for those diseases that are caused by pathogens in the breath and thus cannot be prevented by general hygiene (e.g. measles, mumps and chickenpox). You can find more information on vaccinations at: www.impfen-info.de.

If you still have questions, please contact your family doctor or paediatrician or your public health department. We will also be happy to help you.

List 1:

Prohibition of attendance at communal facilities and obligation of the parents or guardians to notify in case of Suspicion of or illness from the following diseases

- Contagious bark lichen (impetigo contagiosa)
- Contagious pulmonary tuberculosis
- Bacterial dysentery (shigellosis)
- Cholera
- intestinal inflammation (enteritis) caused by EHEC
- Diphtheria
- Jaundice/liver inflammation caused by hepatitis viruses A or E (hepatitis A or E)
- Meningitis caused by Hib bacteria
- Infectious diarrhoea and/or vomiting, i.e. caused by viruses or bacteria (only applies to children under 6 years of age).
- Whooping cough (pertussis)
- Polio (poliomyelitis)
- Head lice infestation (if correct treatment has not yet been started)
- Scabies
- Measles
- Meningococcal infections
- Mumps
- Plague
- SARS-COV-2
- Scarlet fever or other infections with the bacterium *Streptococcus pyogenes*
- Typhoid or paratyphoid fever
- Chickenpox (varicella)
- Virus-induced haemorrhagic fever (e.g. Ebola)

List 2:

Attendance at communal facilities only with the consent of the health authority and obligation to notify of the parents or guardians in the event of the excretion of the following pathogens

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

List 3:

Visiting ban and duty of notification of the legal guardians in case of suspicion of or illness from the following diseases in another person in the shared accommodation

- Contagious pulmonary tuberculosis
- Bacterial dysentery (shigellosis)
- Cholera
- Intestinal inflammation (enteritis) caused by EHEC
- Diphtheria
- Jaundice/liver inflammation caused by hepatitis viruses A or E (hepatitis A or E)
- Meningitis caused by Hib bacteria
- Polio (poliomyelitis)
- Measles
- Meningococcal infections
- Mumps
- Plague
- Typhoid or paratyphoid fever
- Virus-related haemorrhagic fever (e.g. Ebola)

We solve problems together

What do you do if the food doesn't taste good? Or when parents can't manage their children's learning progress? What if rules are broken or they consider leaving the school?

For all these questions, there is our joint contract. You are holding it in your hands.

Please consult our joint contract for all questions. It sets out all the basics. It is the basis for our rules-based, reliable approach.

On the basis of our joint contract, questions or problems can be settled amicably or, in case of doubt, solved according to the statutes. That is why our joint contract is very important to us. You can also get advice from the parents' representatives.

And should it ever fail to provide answers to your questions, you are welcome to contact the class teacher or the school management in the first instance: by telephone on +49 30 / 92 10 96 46 or by email to info@klax.de.

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Learning
what the
future
needs!

