

Klax School

Information for Parents
and Students

English Version

We are award-winning:



We design digital platforms together with our students.



We are jointly committed to addressing sustainability issues and protecting the environment.



**Exzellente
digitale Schule**

Digitally supported education in the classroom is a matter of course for us. The ability to use modern technology as a tool is taught and deepened at Klax School.



**Der Deutsche
Schulpreis**

2021 SPEZIAL

We are future-orientated and develop digital solutions together.



SCHULPREIS
DIETER SCHWARZ STIFTUNG

In 2024, our school won the special prize for the best media concept from the Dieter Schwarz Foundation.



**EXZELLENTER
BERUFLICHE
ORIENTIERUNG**
2023 · 2027 Berlin

We prepare our students for their future professional or academic careers by organising career and study orientation events.



We stand up for a world in which the equality of all people is lived sustainably. Throughout the year, we organise projects at our school on topics such as racism, discrimination, violence and bullying and the pupils take part in prevention events.

We take part in:

Erasmus+
Enriching lives, opening minds.



**Co-funded by
the European Union**

About This Brochure

To support parents* and students in navigating our school, and to provide a clear overview of the key aspects of everyday school life and learning at Klax, we have compiled the following information. This brochure is updated annually before the start of each new school year. Only the most current version is valid.

It forms an integral part of the school contract. We kindly ask you to read it carefully. Further information can be found on our website: <https://klax.de/en/school>.

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* For better readability, we use the term parents throughout this brochure. This is intended to include all individuals with legal guardianship or parental responsibility.

We Work According to the Klax Pedagogy

In the following section, we outline the essential principles of our educational philosophy.

Individualised Learning Pathways

At our school, structured input phases alternate with periods of individualised learning. Each student embarks on a personalised, self-directed educational journey. They are guided and supported by dedicated learning facilitators, who allow ample time for consolidation and repetition. By building on students' individual strengths, these facilitators enable the systematic and sustainable development of knowledge and skills.

The Social Community

Our educational environment is shaped by learning guides who form cohesive learning families with students of varying age groups. As we believe that learning is most effective within a collaborative framework, students are encouraged to support and learn from one another. At the start of each academic year, each learning family establishes a set of shared values to guide communal life and learning.

The Authentic Adult

Learning guides enable educational processes. They design stimulating learning environments, provide suitable resources and offer guidance on how to approach learning. By serving as role models, they foster a constructive and respectful learning atmosphere through their professional presence and integrity. They assess students' performance based on clearly defined, mutually agreed criteria. Through their subject expertise and personal enthusiasm, they inspire students and awaken curiosity. Learning guides have the pedagogical expertise to recognise the strengths and interests of each student, promoting their development in a targeted and meaningful way.

A Stimulating Environment

Effective learning requires an environment that is carefully designed to encourage engagement and exploration. Since people learn in different ways, learning spaces must be adaptable to meet different needs. Our school's learning studios and classrooms are equipped with distinct learning zones and a wide range of educational materials to support differentiated instruction. The learning environment also encompasses a positive, respectful and solution-oriented social climate. A clearly structured framework of rules fosters security and trust within the learning community, thereby encouraging critical thinking, creativity, and the confidence to take intellectual risks.

Introducing the Klax School



The state-recognised Klax School in Berlin-Pankow currently has around 650 students, spanning from Year 1 to the Abitur (the German qualification for university entry), from a wide range of national and cultural backgrounds. These students are supported by an international, multidisciplinary team of teachers, social workers, special education professionals, and school psychologists.

The school was founded in 2000 and has been a community school since 2020. Its core mission is to enable every student to achieve academic success at an individual level. Self-directed learning, project-based work, and developing digital skills are central to its educational approach. The Klax School offers bilingual programmes in English and German. The school's pedagogical focus is on art and digitalisation. The school actively participates in various international initiatives under the European Union's Erasmus+ programme and has held the 'School without Racism – School with Courage' title since 2016.

The Klax School has received numerous accolades for its innovative educational work. These include the 'Excellent Digital School' seal awarded by the State of Berlin and second place in the 2021 German School Award. In 2023, the school was named an 'Eco-School in Europe – International Sustainability School' and was granted the 'Excellence in Vocational Orientation' seal.

At Klax School, entrepreneurial thinking is nurtured alongside sustainable practices. One example of this is Second Life Plastic Berlin, a student-run company that was named Berlin's best student enterprise at the 2024 JUNIOR State Competition. As part of this initiative, students recycle plastic waste and develop their own products from the recovered material.



The Principles of Our School Community

Klax School is defined by its social community, in which the coexistence and cooperation of students, learning guides and parents play a central role. In this spirit, events are organised and carried out collaboratively. Shared values are established for the school community, meals are enjoyed together, and parents are actively involved as educational partners.

We Expect a Positive Attitude

At our school, we foster an atmosphere of social cohesion and mutual respect. Our students actively participate in lessons and school events, contributing to the shaping of the school's profile.

We Expect Active Participation in School Life

Students engage in classroom activities, shared meals, and school events.

We Take Our School Rules Seriously

Smoking, alcohol and intoxicants are strictly prohibited on school grounds and in the immediate vicinity. Chewing gum is not allowed within the school. We do not tolerate violence, theft, bullying or vandalism. Violation of these rules may result in immediate exclusion from the school community and termination of the school contract without notice.

We Have Active and Committed Parents

Parents collaborate with us to support their children's academic success and acknowledge their achievements. It is particularly important to us that parents attend portfolio discussions, theatre performances, project week final events and other school functions.

Bilingual Learning at Klax School

At Klax School, we promote bilingual learning in an environment that fosters cultural richness and global competence. For bilingualism to succeed, patience and support are essential, as is a good understanding of how it develops.

Bilingualism Takes Time

Studies show that children learning two languages from an early age often develop more slowly in each language than their monolingual peers, especially in the early years. However, this is completely normal and not a cause for concern. Learning two languages does not double the rate of language development – it requires patience and targeted support.

Some children speak one language more fluently than the other, while others have a better passive than active vocabulary. These differences are completely natural. The key is to provide a consistent language environment in which both languages are used meaningfully and encouraged.

Long-Term Success

Bilingual children achieve impressive results in the long term. Many reach the A2/B1 level in their second language by the end of Year 4, which is significantly earlier than average. They also perform at least as well as monolingual children in their mother tongue. At our school, all bilingual students pass the MSA (Intermediate School Leaving Certificate) with an upper secondary school qualification, becoming confident and self-assured in both languages.

How You Can Support Your Child at Home

Support at home is key to success. Speak to your child in a language that you are confident and fluent in. This will not only strengthen the family language, but also promote learning the second language. Children benefit most from natural, rich language use, such as in conversations, stories or play. If you speak Spanish and your child is growing up in an English-speaking environment, continue to speak to them in Spanish. They will come into contact with the second language through school, friends, the media, or cultural activities. It is important that both languages are associated with positive emotions.

What is Not Recommended

Avoid speaking to your child in a language you are not confident in, as this can lead to limited or stilted language input, which can slow down language development in both languages. Stick to a language you are familiar with and use it with warmth and variety. Promote a positive culture of communication by talking a lot, reading together, and encouraging your child to tell stories.

Bilingual Education

Our school's bilingual programme aims to support students equally in both German and English, providing them with a solid foundation for bilingual education. Furthermore, the programme seeks to strengthen intercultural competences and prepare children for the demands of a globalised world.

We follow an immersion approach, with native speakers accompanying daily activities. Cultural activities, such as theatre projects, cultural exchange programmes and festivals, are conducted in both languages.

In the Primary Level (Grades 1–6):

- German is taught in German
- English is taught in English
- Mathematics is taught in English
- General studies, music, art, and physical education alternate between German and English
- Clubs are offered in both German and English

In Lower Secondary Level (Grades 7–10):

- German is taught in German
- English is taught in English
- Mathematics is taught in English
- Additional subjects such as history, geography, and biology alternate between German and English
- Clubs are offered in both German and English

Our Recommendation

Take advantage of additional opportunities, such as clubs, media or playgroups, in the second language. And don't feel pressured to speak a language that is not your own. The emotional connection to language and family is a valuable foundation for bilingual development.

We are here to support you on this journey. If you have any questions or would like to find out more about bilingual development, please contact us.

Supported Self-Organized Learning

Teaching at our school is based on the principles of self-organised learning, with input phases alternating with periods of individual learning. Learning guides plan lessons six months in advance and prepare learning materials in the form of didactic units. Visual aids, exercises and learning materials are laid out on the learning counters at the appropriate time.

The learning material is made transparent to students in the form of step sheets, which are valid for six months. During the input phases, their learning guides instruct them in tasks. Based on this input, pupils can then continue working at the learning desks during individual learning time. All subjects except sports, music, art, WAT and coding are taught through two forms of pedagogy: input and individual learning time.

During the input phase, the teacher provides a lecture, explains the context and tasks, and organises the students into learning groups. After a maximum of 30 minutes, individual learning time begins, during which students work independently. During this time, students work on the goals set out in their step-by-step plans. Teachers provide tasks and materials in digital or analogue form at learning stations. Up to four different subject teachers are available to students during this time. Additional input sessions take place in small groups, as well as direct technical discussions between teachers and students. Individual learning time takes place within the learning family.

Students plan their learning in collaboration with their learning guides. For this purpose, they use the logbook and the step-by-step plan. Each task is divided into sections, which are then worked through step by step. During morning registration, each student agrees with their class teacher which learning tasks they will complete during the day. These goals are recorded in the logbook and discussed on Fridays during reflection time.

Classes also take place in the classroom, with students using the MS Teams learning platform. Input is provided in person. Students who are unable to be at school for various reasons can join in via Teams. During individual learning time, the digital task tool is used. Learning station tasks are provided digitally in MS Teams and in the learning station area/learning studio. During this time, students work on the tasks alone or in small groups. They are supervised by teachers.

The Makerspace

Drawing inspiration from the design-thinking process, students in our school's Makerspace go through the various stages of product development, from initial idea to solution concept and prototype. For this purpose, the school community has access to a wide range of tools, machines and materials. Product ideas can be realised here using everything from 3D printers and soldering irons to laser cutters, vinyl cutters, and CNC milling machines.

The Makerspace has two main objectives. Firstly, it enriches project-based learning in everyday school life by integrating lessons, clubs and project weeks with the Makerspace, and by proactively encouraging participation in competitions and events. This enables students to apply their learning in creative ways and stimulates career aspirations. In collaboration with learning guides, new and innovative teaching concepts are developed and tested continuously. All subjects are involved: in art, for example, vector graphics are created, while the biology class collaborates with the robotics club on an automated greenhouse. Intensive work also takes place in the Maker & Design elective subject, where students experiment with different products.

Secondly, the Makerspace provides students with a space in which to develop an internal maker community. During free learning periods, students can brainstorm personal projects, participate in extracurricular workshops and explore opportunities for creativity, resources and forms of self-organisation. Past creations include remote-controlled rubbish bins, Lego sorting machines and Bluetooth speakers.

At the end of each project, students have the opportunity to present their latest developments and ideas to the school community. Twice a year, a school Makers' Fair is organised, at which all inventions are exhibited.

Alongside the clear focus on using digital tools, environmental awareness is also a priority. Everything can be repaired or reused. For example, our plastic recycling machine melts down waste such as old yoghurt cups, which can then be used for injection moulding to create new products like carabiner hooks.

In addition to practical activities, the Makerspace hosts "Climathons", where the school community spends a whole day researching environmental issues and coming up with ideas for solutions. We eagerly await the next wave of product and design innovations!

Klax School from A to Z

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

AI Tutor Brian

From this school year onwards, we will be using the AI tutor Brian. Brian is an AI learning assistant that provides students with personalised support. Teachers upload their teaching materials to Brian, who uses them to create clear, interactive learning tasks. He prepares content individually for each student, adapting it to their learning level, and supports them in self-organised learning. He motivates students, asks questions and offers appropriate exercises, as well as promoting collaborative learning in study groups. Brian is user-friendly and has been specifically developed for use in schools. Protecting children's data is a top priority, and all information is used exclusively for educational purposes and not for further AI development.

All-Day School Concept

We work according to an all-day concept that has been agreed with the Senate Administration. In line with this, the daily schedule alternates teaching and recreation phases with self-selected elective activities. Our students are accompanied by teachers, external freelance staff, after-school care staff, and educational specialists. We offer early and late care between 6 am and 6 pm for children in Years 1 to 4, depending on their after-school care voucher.

The primary school operates as an open all-day school with additional support and care. Students in Years 1 to 6 are in principle required to be present from 8 am to 4 pm and must be in the classroom by 8 am. Participation in an afternoon club is mandatory. For more information, see 'Club Line' on page 12.

The secondary school operates on a partially compulsory, full-day basis. Students in Years 7 to 10 are in principle required to attend school from 8:00 am to 4:00 pm on weekdays, until 3:00 pm on Fridays, or as specified in the timetable. Pupils can also choose to attend an open lab or participate in an extracurricular activity, staying at school until 5:30 pm.

Annual plan

The annual plan structures our school year and includes important dates and events that affect the whole school. Every spring, the plan for the following year is drawn up and approved at the second school conference. We generally adhere to the school holidays in the state of Berlin. However, as an independent school, our holidays may vary slightly. This is primarily to give our learning guides the opportunity to pursue further training. The annual plan also lists the days on which the school is closed each year. You can view the annual plan at the reception desk, on our website and in SWOP under 'Documents'.

Career and Study Orientation

To help our students prepare for their future careers and studies, we hold orientation events at our school. One highlight is the annual Klax Future Day, when students can learn about careers in art, digital technology and sustainability through lectures, workshops and information stands, and engage in conversations with experts. In terms of career guidance, a coordinator at our school works with public offices, authorities, companies, and universities.

Club Line

Each student chooses a club to join for the school year, based on their preferences and interests. The clubs are run by artists, experts, and learning guides. Clubs on offer include programming, pottery, various sports, scientific topics, chess, band and choir. Participation in at least one club is mandatory for all students. Primary school children can choose two clubs. Student working groups complement our school's programme.

Creative Hub

Lessons in the areas of Maker & Design, Drama, Music, Visual Arts, Work, Economy & Technology (WAT) and Coding take place at the Creative Hub, located at Schönhauser Allee 59. Well-equipped rooms such as the makerspace, art studio and music room are available for these subjects. The daily schedule is designed so that students spend the entire day at the Creative Hub, from arrival to the closing circle.

Example of a Schedule at the Creative Hub

7:30 – 8:00 am (mandatory from 7:50 am)	Breakfast – Open start
8:00 – 8:20 am	Check-in / Logbook time
8:20 – 8:45 am	Morning circle
8:45 – 10:15 am	Input / Mentoring Art / Basic course Music / Basic course epochal
10:15 – 10:30 am	Break

10:30 am – 12:00 pm	Input / Mentoring Art elective course line 1 Maker & Design Performing arts Painting / graphic art Musik (Ensemble)
12:00 – 1:00 pm	Lunch / Outdoor break
1:00 – 2:30 pm	Input / Mentoring Kunst elective course line 2 Maker / Media Creative writing Visual arts / Craft techniques Musik (Instrumental)
2:30 – 3:00 pm	Afternoon snack
3:00 – 3:15 pm	Closing circle
3:15 – 4:45 pm	Club / Open Lab

Customer Service

The customer service team is available to assist you with the following matters:

- General questions about school and after-school care contracts and payment matters
- Master data changes
- Log-in details for your MS Teams account
- Mailing of BuT-Berlin Pass
- After-school care vouchers
- School fee reductions
- Cancellations

Encounter Week

At the start of each school year, we hold an Encounter Week to strengthen the social fabric of our school and welcome and integrate new students.

Erasmus+ programme of the European Union

We are involved in various European projects. Teachers and classes travel to different European countries to take part in international training courses and organise projects with schools from across Europe.

Focus Areas: Art and Digital Media

We are an art-focused school, with an additional focus on digital media. In primary school, we have included the Maker subject (coding from Year 5) in the timetable. At secondary level, we offer an elective course line comprising four different art forms and coding. At Abitur level, art can be taken as an advanced or basic course, while music and computer science are available as basic courses. We organise an inter-school STEM Art Week once a year.

Foreign Language Teaching

We teach the following languages:

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

To be eligible for the Abitur (German General University Entrance Qualification), the following foreign language course requirements must be met. As a recognised alternative school, Klax School adheres to the general guidelines for the state of Berlin:

- The first foreign language must be started by the end of Year 3 and studied continuously until entry into the upper school.
- Students may drop the second foreign language in Year 11, provided they have studied it continuously from Years 7 to 10.
- If the second foreign language was started in Year 9, it must be studied until the end of Q2 in Year 12.
- If the second foreign language was started in Year 10 or 11, it must be studied until the end of the Abitur, but not as an examination subject.

Students from abroad who wish to take their Abitur at Klax School must first have their documents recognised by the Senate Department for Education, who will then check that they have met the obligation to continue studying foreign languages. Further information can be found on the Senate Department for Education, Youth and Family Affairs website: <https://www.berlin.de/sen/bjf/anerkennung/schulische-abschluesse/english/>.

Grading

In line with the concept of self-organised learning, and to encourage self-reflection and responsibility, our school operates a graduation system. Students can achieve the Junior, Senior and Master of Learning levels, gaining more freedom and increasing responsibility in relation to their learning and the social community with each level. Details of the individual graduation levels can be found in SWOP (see 'SWOP' on page 23).

Indoor Shoes

We do not wear outdoor shoes at school. All members of the school community therefore change into indoor shoes when inside the school (see 'Our dress code' on page 25).

Laptops

We operate according to the 'Bring Your Own Device' (BYOD) concept. This means that our students bring their own digital devices to school and use them in class. They can easily connect their devices to the school's Wi-Fi network.

At Klax School, laptops have been an integral part of everyday school life and learning for several years. We therefore recommend purchasing a high-quality laptop with a webcam, multiple USB ports, and a mouse. A suitable carrying case should also be provided. In primary school, a tablet can be used as an alternative. However, a laptop is mandatory in the upper grades.

As the school cannot accept liability for damage to private devices, we also recommend insuring the device. You can find more information in the 'Materials for starting school' list on page 27.

Digitally Supported Learning – the Best of Both Worlds

All students have access to our Learning Management System (LMS). We currently use Microsoft Teams for this purpose. The LMS makes it easy to exchange assignments, learning materials and feedback, even outside the classroom – for example, during study hall hours. The LMS supports the organisation of everyday school life and enables collaboration within learning groups. Learning guides can record input and supplement it with tutorials they have created themselves.

This is how we bring together the social learning atmosphere of the classroom with the digital capabilities of modern learning environments.

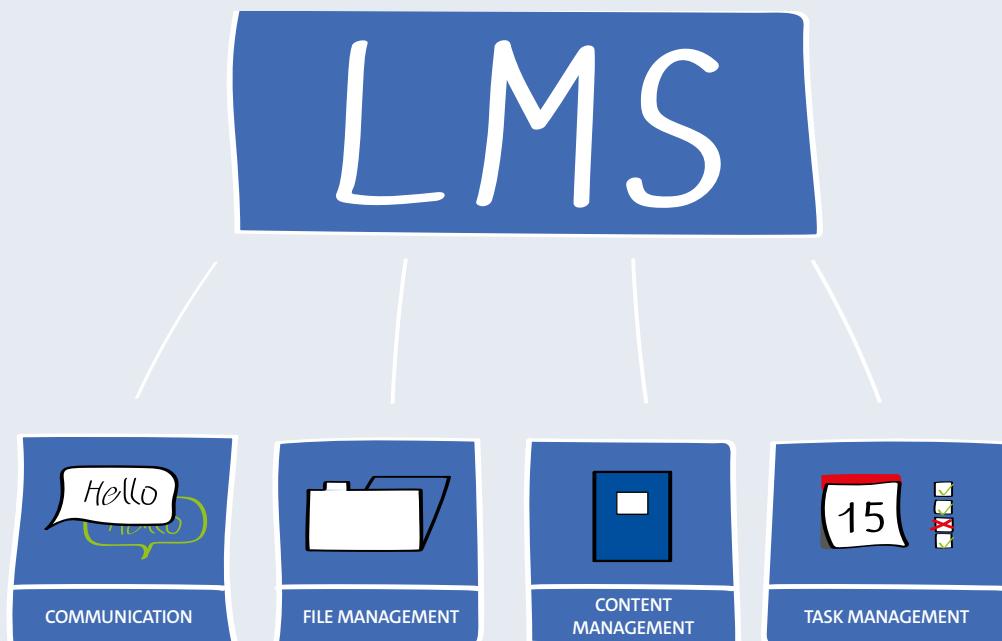


Fig.: Learning Management System (LMS), cf. Kurt Söser, *Office 365 in the school context*, p. 169

Rules for Learning with Digital Devices

1. I take care of my own device and those of others. I do not damage any devices.
2. I only use my device with the teacher's express permission.
3. I ensure my device is fully charged and ready for use at the start of the day.
4. I always have my charging cable and headphones with me.
5. I only use my device for everyday school activities. Computer games, social media and streaming services are prohibited, even during breaks. Videos and external websites may only be viewed with the teacher's permission. My device does not have any technical features that would allow me to bypass the school's internal Wi-Fi network.
6. If I break these rules, the teacher will issue me with a warning. If I break the rules again, they may confiscate my device until the end of the day. If the violations continue, further measures will be taken, such as parent-teacher conferences or disciplinary action.

Learning

We believe that learning can only succeed within a well-functioning social community. That is why we integrate social activities such as morning and closing circles and communal meals into the school day. We emphasise project-based learning and joint activities. As part of our self-organised learning concept, we encourage students to take responsibility for their own learning.

Learning guides and learning partners

Our teachers see themselves as learning guides and view their students as learning partners.

Library

Our school library is located at Neumannstrasse. 13a. It is open on Mondays and Wednesdays from 1:30 pm to 4:00 pm. Students can borrow media for private use.

Lockers

Each student is assigned their own locker for storing jackets, outdoor shoes and backpacks.

Logbook

All learning partners keep a logbook. This is used to plan their own learning and serves as a reference guide for tutors or class teachers. The logbook also facilitates communication between parents and learning guides.

Lotus Plan

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

Makerspace

Our school's Makerspace is where our focus on art and digital technology converge. It is used for teaching, project work and club activities, as well as open labs. You can find out more about the work carried out in the Makerspace on page 10.

Mobile Phone Policy

Mobile phones must be handed in every morning and will be returned in the afternoon. Breaking this rule will result in a warning from a teacher and may lead to further action, such as parent-teacher meetings or disciplinary measures.

Opening Hours

Our school is open Monday to Friday from 7:30 am to 5:30 pm. The after-school care centre is open Monday to Friday from 6 am to 6 pm.

Parents

We maintain close and cooperative relationships with the parents of our students. Parents can expect to receive regular updates on their child's progress in their learning. We publish a monthly newsletter for parents and regularly organise events, such as performances, presentations and celebrations at the end of project weeks. The school also benefits from a strong and active parent council. Further information can be found in the sections "The Principles of Our School Community" on page 6 and "Guidelines for the Educational Partnership" on page 40.

Parent Meeting Formats

Parents' Evenings

There are two regular parents' evenings during the school year. At the first parent evening, the parent representatives are elected.

School Conference

The School Conference is responsible for making decisions concerning the school. Parent and student representatives, as well as members of the school staff, may be delegated to participate (see 'Guidelines for the Educational Partnership' on page 40). Participants in

the school conference are elected at the first general parents' council meeting. The School Conference usually meets twice per year.

Parent Events at the End of Project Weeks

Traditionally, the school invites parents to visit on the last day of each project week. This year, these events include the Autumn Market in October, the Winter Festival in December and theatre performances in the spring and summer. We kindly ask all parents to attend these events to celebrate their children's achievements with the school community. Dates can be found in the annual schedule.

School Prom

The school community comes together at the end of the school year to celebrate at the school prom. All parents are encouraged to participate in this event and celebrate the accomplishments of the past school year together. The date can be found in the annual schedule.

School Administration Consultation Hours

The school administration team offers consultation hours once a month. Parents who wish to take advantage of this opportunity are kindly requested to schedule an appointment through the school office.

Participation in the General Parents' Council

The General Parents' Council is formed from parent representatives from all classes at Klax School. At the Council's annual constitutive meeting, held at the beginning of each school year, leadership positions are elected and participants for the School Conference are appointed. Additionally, one member is delegated to the District Parent Committee.

Meeting of Parent Representatives with the School Management

An online meeting is held once a month on Friday at 8:00 am with the school management and one parent representative per class. If you are unable to attend, please notify the school. These meetings give parent representatives the opportunity to communicate important cross-class issues to the school (see the General Parents' Council handout).

Working Groups of the General Parents' Council

The General Parents' Council establishes working groups to support the school's objectives. These working groups invite parents to participate and meet as needed. The working groups set their own schedules. A member of the school management team must participate in each working group.

General Parents' Council Management with the School Management

The management of the General Parents' Council meets with the school management once a month. Here, agreements are made regarding working groups and events. The school management involves the General Parents' Council management in the planning process and seeks their advice when making decisions.

Temporary Events Organised by the General Parents' Council Management and Parent Representatives

The General Parents' Council management team organises information events for the school's parent representatives. A member of the school management team always attends these events. Where possible, these events should be included in the annual plan.

Performance Assessment

As in state schools, we start giving out grades from Year 3 onwards. At the start of each school year, we carry out a non-binding assessment of each child's performance level based on their day-to-day work. This assessment is based on the Klax assessment pyramid and takes into account legal requirements.



Fig.: School Counseling Service

Portfolio

The portfolio documents students' learning from their first day at school until graduation. Learning events are recorded in the portfolio, along with evidence of learning. The portfolio demonstrates students' learning progress. Twice a year, there are student-led portfolio discussions with parents.

Project Trips

Every year, the school's different classes go on a project trip with their teachers and chaperones. The travel dates are planned in advance as part of the annual schedule. Usually, project trips last five days. The objectives of these trips can vary greatly and relate to the school's areas of focus. These costs are not included in the school fees and are invoiced separately. Parents receive information about the trip and its cost in advance. At the beginning of the school year, the Year 7 and Year 11 students go on an introductory bike tour with team-building activities. Project trips form an integral part of the school's concept. In addition to these, school trips to European partner schools are organised through Erasmus+ programmes. Participation in the project trips is compulsory for students.

Project Work

To consolidate learning content and deepen the lessons, we hold two to three interdisciplinary project weeks each school year: an art and crafts project week in autumn, a STEM art week at the end of the year and a theatre project, as well as other project days on specific topics. In addition, each class goes on a project trip once a year.

Punctuality and Absences at the Start of School

Students must always arrive at school on time. Anyone who arrives late will only be allowed to join the next lesson, and they will be asked to do something to help the school community. This is to prevent disruption to lessons that have already started. Any absence must be reported in writing to the reception desk and the class teacher by 8 am. Late arrivals and absences will be recorded on the report card.

Qualifications

Klax School Qualifications

- General University Entrance Qualification (Abitur)
- Intermediate School Leaving Certificate (Mittlerer Schulabschluss, MSA)
- Extended Vocational Education Certificate (eBBR)
- Vocational Education Certificate (BBR)

Klax Vocational Academy Qualifications

- University of Applied Sciences Entrance Qualification (Fachhochschulreife)
- Bachelor of Arts (B.A.) in Social Work and Management
- State-recognised Early Childhood Educator
- Social Assistant

Thanks to our state accreditation, we are authorised to award these qualifications and administer the associated examinations.

School Entry Phase

In Berlin, the School Entry Phase covers Years 1 and 2. Depending on their level of development, children can either progress to Year 2 immediately upon starting school or extend their time in Year 2 by one year. This phase can be extended or shortened as necessary. This is not considered a promotion or repetition of a school year.

The Klax School has established the following procedure for dealing with the flexible school entry phase:

- Each year, 25 children are admitted to Year 1. Experience has shown that one or two families regularly withdraw from the contract before enrolment. This means that 24–25 children are enrolled in the first year.
- The class teachers use the first few weeks of school to assess the children's level of learning and discuss the possibility of shortening the School Entry Phase with their parents. As a rule, around 15% of children in each class shorten the School Entry Phase, meaning that by the autumn break, class sizes stabilise at 22 pupils.

School Fee Reductions

Applications for school fee reductions can be submitted at any time by email to kundenbetreuung@klax-online.de. Information on the requirements can be found in your school's or after-school care provider's fee regulations.

Decisions on reductions are made by the provider after reviewing each case individually. The meal allowance cannot be reduced. Applications can be submitted at any time and will be considered from the first day of the month following submission. An approved reduction is valid for one school year and must be reapplied for annually. Please note that we can only process complete applications.

We also encourage you to contact us if you find yourself in a financial emergency.

School Management Team

The school management team comprises the headteacher and sub-headteachers for each school level.

The headteacher is responsible for all aspects of school operations. They are responsible for implementing educational standards and organising the school internally, including lesson planning and examinations, as well as creating a safe and supportive learning environment for students.

The sub-headteacher is responsible for a specific level of education (primary, secondary or upper secondary) and coordinates the work of the teachers within that level. They ensure that teachers are familiar with the latest professional developments and are using effective teaching methods.

School Meals

Eating together in the cafeteria is not just about consuming food, but also about encouraging mindful eating and providing early nutrition education for children. The wholefood caterer Löwenzahn supplies our cafeteria with regional and seasonal mixed meals of organic quality. We pay close attention to healthy, varied nutrition, following the guidelines of the German Nutrition Society. A working group from the student council regularly reviews the quality of the food. We offer three meals a day in the school cafeteria: breakfast, lunch, and an afternoon snack. Participation in the school meal programme is compulsory. These costs are included in the school fees and the Senate Administration finances lunch until the end of primary school. Our students have access to unsweetened drinks and fruit at various stations throughout the school building.

School Shop

The Klax School uses a school shop to offer the school community T-shirts, jackets, graduation hoodies for Year 10 and 13, school sportswear and similar products as well as to handle delivery without the need for internal school administration.

The school shop is an online shop operated by an external provider that specialises in the sale of clothing for organisations such as sports clubs and schools. The pupils of the Klax School wear the KLAX T-shirts at school events and external appearances of the school, such as open days, awards or at trade fairs. The items can be viewed in the reception area at the Neumannstraße site. Details about the shop and FAQs can be found in SWOP.

This way to the shop:



<https://shop.teamshirts.de/klax-schule>

Security at our School Entrance

The entrances are monitored by cameras in accordance with data protection regulations. Monitoring serves to protect the school building, children and staff, prevent theft and vandalism, and investigate criminal offences. The stored recordings are deleted after seven days at the latest, unless further storage is necessary to preserve evidence. Data is only forwarded within the Klax Group and to law enforcement authorities in the context of criminal prosecution measures. The monitored areas are clearly labelled. Data protection information is clearly visible in the school building.

Special Educational Support

We offer additional German and maths lessons to students experiencing difficulties with reading, spelling and dyscalculia. For students with specific diagnosed support needs, our

special educational needs teacher works closely with the School Psychology and Inclusion Education Advice and Support Centre. While we strive to meet the needs of our students, we cannot cater to every type of special educational need, and in certain cases, we must refer students to other schools. Our school psychologists also deal with the everyday concerns of our students and provide support for children with special psychological challenges.

Sport

Secondary school students can choose from 18 different sports programmes, which take place at various locations. Primary and upper secondary school students have access to a modern sports hall. We use the Kissingen Stadium for outdoor activities. This modern stadium is only a few minutes' walk from the school and can be used for all athletics disciplines and football. Only indoor shoes with light-coloured soles may be worn in the sports hall.

SWOP

SWOP is an administrative and communication software used by students, parents and teachers. Here, you can find all the school's grades, entries and absences for students, along with letters to parents and other important information. When they join the school, parents and students receive the web address and access data from the school.

Technical College

Students can obtain a technical college entrance qualification (colloquially known as a 'Fachabitur' in Germany) at the technical college within two years. This qualification allows them to study at a technical college.

Termination

The provisions governing termination of the school and after-school care contract can be found in §7 of the contract. Termination must be declared in writing by all contracting parties (parents or legal guardians), and an email to kundenbetreuung@klax-online.de is sufficient. The contract can be terminated with three months' notice at the end of the school year or semester.

Timetable

Our timetables provide a structure for the day. They show which learning programme is available to which learning family at what time. Our school's focus on teaching skills means that the timetables do not show how many hours the classes learn in which subject. The legal requirements are the guiding factor here.

Value Basis

At the beginning of the school year, all pupils consider which values we want to live and learn by as a school community in the new year. You can find an example of last year's values on page 36.

Welcome Classes

Our school offers five welcome classes, with twelve students in each class taught by specially trained teachers.

Wireless Network

A wireless network is available to students in all rooms. It is secured by a firewall and parental control filters.

Our Dress Code

We do not have a school uniform – but rules for how we dress to respect everyone

We are a social community of many individuals. We are colourful and very different and that is how we dress. In order for us to treat each other with mutual respect, our clothing must be appropriate for everyday school life and for others. Because we all have one goal: we want to learn as much as possible - for our studies, our professions and for life in a peaceful future. And we also show our personality and willingness to learn through our clothes. Therefore, it is important that our clothing never provokes, belittles or discriminates.



- Caps or hats belong in the locker. Eye-catching jewelry such as very large earrings are not suitable for everyday school wear.

- We do not accept sexist, racist, drug-glorifying or violence-glorifying texts and images on clothing at our school.
- The stomach is covered and the neckline is chosen so that the chest and shoulders are covered.

- Trousers and skirts cover the leg up to at least a hand's width to the knee.
- At school we wear indoor shoes, e.g. light trainers with light soles. Flip-flops or going barefoot do not belong in the school day.

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

Our Locker Layout



School Bag

Jacket

Educational Materials

Digital Devices

Gym Kit

House Shoes &
Outside Shoes

-
- ✗ Food, Drinks & Sweets
 - ✗ Explosives (deospray, nail enamel, parfum)
 - ✗ Make-up, mirrors
 - ✗ All items not necessary for learning

Primary School: Materials, Subjects, Timetable

To ensure a successful start at Klax School, our pupils require a variety of learning and working materials. While we provide many materials, especially for creative and artistic work, parents must also purchase some items themselves. We have outlined the basic equipment required for primary level students below.

Basic Equipment for 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 2nd grade, upon consultation)
- Highlighter
- Sharpener with tin
- Eraser
- Loose-leaf binder:
 - > Blue – Maths
 - > Red – German
 - > Green – Science and Social Studies (grades 1 to 4)
 - > Orange – Music
 - > White – English
 - > Yellow – Projects
 - > Grey – Art
 - > Maker Class (grades 1 to 4)
 - > Coding Class (grades 5 to 6)
- A4 folder (at least 8 compartments)
- Sports bag
- Klax sportswear from the Klax school store (see “School shop”)
- Indoor sports shoes with light-colored soles (for the sports hall)
- A change of clothes for emergencies
- Sturdy, non-slip shoes with light-coloured soles for use in the schoolbuilding
- 1 pad with white pages, DIN A4
- Tablet (grades 1 to 3), laptop or tablet with keyboard (from grade 4)

We recommend a children’s protective cover (with handle) for the tablets.

Recommendations for setting up the tablet:

- Activate the parental control filter in the settings
- Set up Google Family Link

Attention: Do not use your own SIM card. We only use the school WLAN.

Exercise books

Grade 1:

- 1 math exercise book, A5, primary ruling (Grade 1)
- 2 story writing books, ruling 1G, A4
- 2 handwriting practice booklets, ruling 0, A5 landscape format
- small ruler 15 cm

Grade 2:

- 1 math exercise book, A5, ruling
- 1 writing book, A5, ruling 02
- 1 writing book, A4, ruling 01
- small ruler 15 cm

Grades 3–6:

- 2 lined paper pads
- 1 squared graph paper pad
- swimming gear (Grade 3 only)
- ruler 30 cm
- set square

For Makers and Coding

From Grade 4 onwards:

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

Recommended Apps for Primary School:

- Bee-Bot Swift Playground
- Biber App
- DieMaus
- Micro Bit
- Naturblick
- Ronjas Roboter
- ScratchJr
(From Grade 2, we recommend creating an individual Scratch account on the website)
- SketchesSchool
- StopMotion Studio

Example Timetable for Primary School

Where possible, the primary school timetable has been organised into 30-, 60- and 90-minute units.

8:00 am	School start
8:00 – 8:20 am	Check-in / Log book time
8:20 – 8:50 am	Breakfast
8:50 – 9:20 am	Morning circle
9:20 – 10:20 am	Input / Individual learning time (IL)
10:20 – 10:40 am	Break
10:40 am – 12:00 pm	Input / Individual learning time (IL)
12:00 – 12:30 pm	Lunch
12:30 – 1:00 pm	Outdoor break
1:00 – 2:00 pm	Input / Individual learning time (IL)
2:00 – 2:30 pm	Afternoon snack / Break
2:30 – 2:50 pm	Tasks
2:50 – 3:15 pm	Closing circle
3:15 pm	Club

Example timetable for the primary level (grades 1–6); The times listed above are for orientation purposes only.

Secondary School: Materials, Subjects, Timetable

Basic Equipment for Secondary School

The school provides many materials, especially for creative and practical work. However, parents must purchase some items themselves. The following list provides an overview of the basic equipment required for middle school.

- Laptop (for exact requirements see 'Laptops' on page 15)
- 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)
- Parabola (curve template)
- Calculator
- 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
- Loose-leaf binder:
 - > Blue – Maths
 - > Red – German
 - > White – English
 - > Grey – Art / Music / Performing Arts
 - > Brown – Coding / WAT
 - > Yellow – Life in the digital age
 - > Orange – GeWi / SoSi (Social Studies and Sciences)
 - > Purple – NaWi / NaSi (Science / Natural Sciences)
 - > Black – French / Spanish
- Corner folder
- Klax sportswear from the Klax school store (see "School shop")
- Indoor sports shoes with light-colored soles (for the sports hall)
- Sturdy, non-slip shoes with light-coloured soles for use in the school building

Example Timetable for Secondary School

Where possible, the secondary school timetable has been organised into 30-, 60- and 90-minute units.

The subject “GeWi” incorporates the previous subjects of politics, history, ethics and geography.

WAT and coding are taught in six-monthly periods. Classes A study WAT and coding in the first half of the year, while Classes B study them in the second.

from 7:30 am	Breakfast
8:00 am	School start
8:20–8:30 am	Check-in / Log book time
8:30–9:00 am	Morning circle
9:00–10:30 am	Input / Individual learning time (IL)
10:30–10:50 am	Break
10:50 am–12:30 pm	Input / Individual learning time (IL)
12:30–1:00 pm	Lunch
1:00–1:30 pm	Outdoor break
1:30–2:30 pm	Input / Individual learning time (IL)
2:30–2:50 pm	Afternoon snack
2:50–3:00 pm	Tasks
3:00–3:15 pm	Closing circle
3:15 pm	Club

Example timetable for the secondary level (grades 7–11); The times listed above are for orientation purposes only.

Compulsory Elective Course Line in Secondary School

Language choice: In Grade 7, students choose between Spanish and French, which they will study until the end of secondary school.

Art choice: At the beginning of the school year, students can choose from four art areas in elective lines 1 and 2. Elective line 1 is chosen for the whole year, while elective line 2 allows students to choose a new option after half a year.

Compulsory Elective Subject Art Choice 1

- Maker & Design
- Painting/Graphics
- Performing Arts
- Music

Compulsory Elective Subject Art Choice 2:

- Maker/Media
- Author's Craft
- Visual Arts/Craft Techniques
- Music

Coding and Computer Science

Grade 7:

Micro:Bit V2.0 board (Go set with USB cable and battery holder). This can be ordered from www.reichelt.de (EAN: 4250236821160).

Grades 8–10:

In addition to the Micro:Bit, we recommend other microcontrollers, such as the Arduino, which are especially used in the upper grades. There are enough microcontrollers available for use in class, but if you wish to continue experimenting at home, we recommend purchasing your own device. We will be happy to advise you on the purchase.

Upper Secondary School: Materials, Subjects, Course Plan

Basic Equipment for Upper Secondary School

The school also provides a wide range of materials, particularly for artistic and practical subjects, in the upper secondary school. Nevertheless, it is necessary to have your own basic equipment. The following list provides an overview of what is required.

- Laptop (for exact requirements see 'Laptops' on page 15)
- 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)
- Parabola (curve template)
- Calculator
- 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
- Loose-leaf binder:
 - > Blue – Maths
 - > Red – German
 - > White – English
 - > Grey – Art / Music / Performing Arts
 - > Brown – Coding / WAT
 - > Yellow – Life in the digital age
 - > Orange – GeWi / SoSi (Social Studies and Sciences)
 - > Purple – NaWi / NaSi (Science / Natural Sciences)
 - > Black – French / Spanish
- Corner folder
- Klax sportswear from the Klax school store (see "School shop")
- Indoor sports shoes with light-colored soles (for the sports hall)
- Sturdy, non-slip shoes with light-coloured soles for use in the school building

Example Course Plan for Upper Secondary School

Subject / Grade	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	3
History	3 in grade 11 merged to subject GeWi	3 / 5	3 / 5
Geography		3	3
Politics		3 / 5	3 / 5
Art (without music)	2	3 / 5	3 / 5
Music (without art)		3	3
(Compulsory elective) Art	(2)	x	x
(Compulsory elective) Philosophy	(2)	3	3
(Compulsory elective) Computer Science	(2)	3	3
(Compulsory elective) Performing Arts	(2)	3	3
(Compulsory elective) Podcasting	(2)	x	x
2 compulsory elective courses are mandatory	4	x	x
2nd foreign 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
Planned time	1	1	1
Total	38 h	at least 34 courses (actual number of hours depends on LK or GK choice)	

Example timetable for the upper secondary level (grades 11–13); The times listed above are for orientation purposes only.

Advanced (Leistungskurs, or LK) and basic (Grundkurs, or GK) courses are taught together in selected subjects across Years 12 and 13. This applies to subjects such as physics (GK), biology (LK + GK), politics (LK + GK) and history (LK). This is possible due to the division of time between input and individual learning. With the support of level sheets and step-by-step plans, teachers can support students according to their respective performance level.

Where possible, the upper school timetable is organised into 90-minute units.

Each subject teacher teaches three hours of the respective subject in the GK and five units of the respective subject in the LK within the input/individual learning time system.

Upper secondary school students work in the individual course system.

Course selection for the Abitur (A-levels)

Our upper secondary school consists of an introductory phase (Grade 11) and a qualification phase (Grades 12 and 13). During the introductory phase, the number of subjects offered is determined by the timetable. During the qualification phase, students can choose between basic and advanced courses. We offer the following courses:

Basic courses:

- Fine Arts
- Biology
- Chemistry
- Performing Arts
- German
- English
- French
- Geography
- History
- Computer Science
- Maths
- Music
- Political Science
- Physics
- Philosophy
- Spanish

Advanced courses:

- Fine Arts
- Biology
- German
- English
- History
- Political Science

Modifications are possible.

Our Value Statement

MINDFULNESS

We treat our peers and learning environment with mindfulness. This strengthens the cohesion of our community

CURIOSITY

We are curious and enjoy learning and discovering. Our curiosity helps us understand the world and actively shape it.

RESPECT

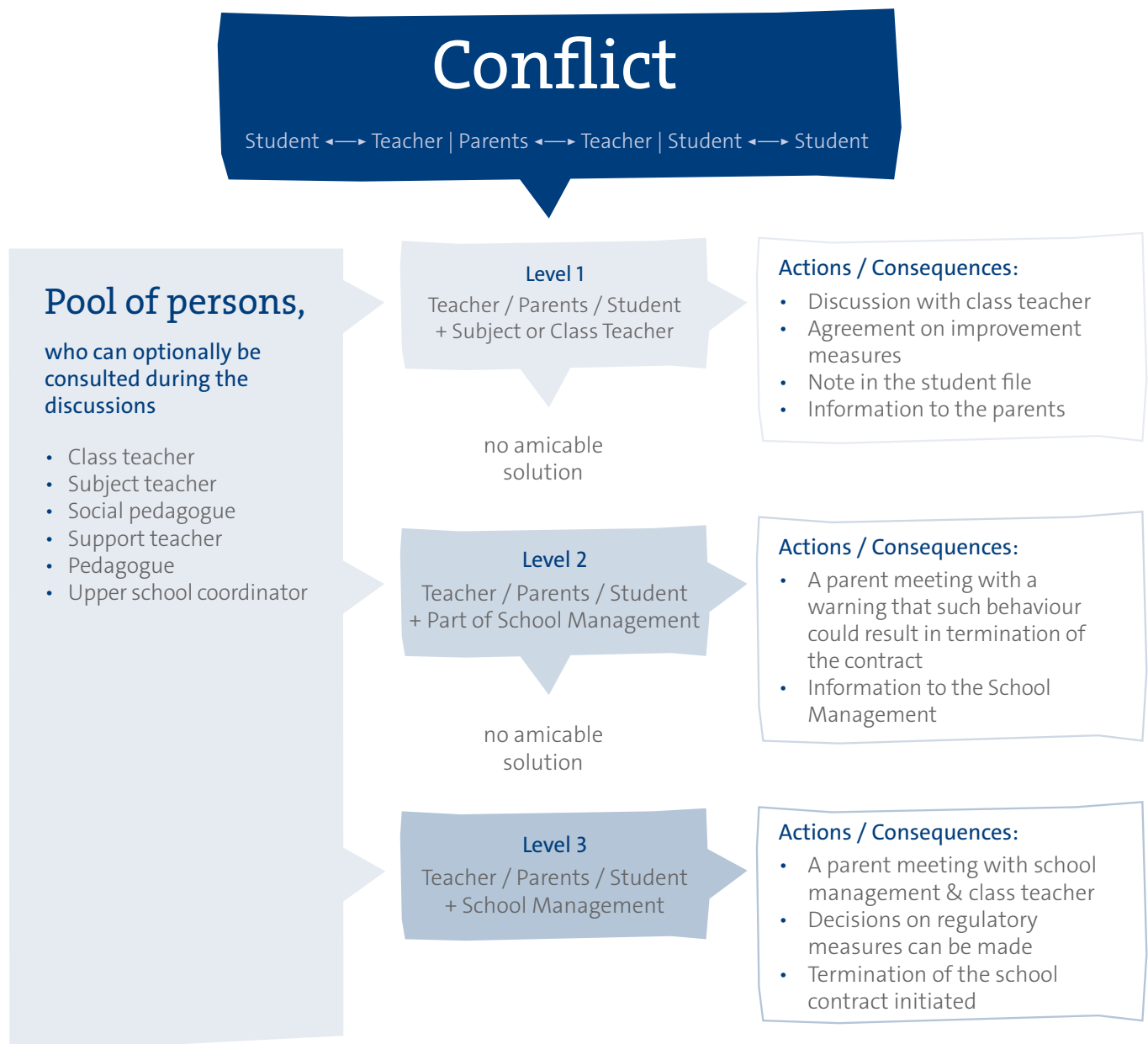
We treat each other with respect and empathy. This creates a learning environment where everyone feels valued.

TRUST

We build trust by acting reliably and communicating honestly. When we trust each other, we feel secure.

Guideline for dealing with Conflicts

Challenges can always arise in everyday school life, whether due to misunderstandings, learning difficulties, or rule violations. We believe that problems are best solved through trusting cooperation between parents and learning support staff. The following diagram shows the communication levels at our school, to make it clear who you can turn to in the event of concerns or conflicts.



Guideline for Preventing Mobbing

“We talk with each other, not about each other!” – this principle shapes communication within our school community. It applies equally to all members of our school: students, parents, teachers, school leaders, and all other staff. A friendly and respectful tone – whether in person, in writing, or online – is the foundation for a positive and healthy school environment.

Bullying & Cyberbullying – Recognize and Take Action

Even in a respectful and caring community, it can happen that individual children are excluded or repeatedly hurt over a longer period of time. When that occurs, we are no longer talking about conflict or impolite behavior – we are talking about bullying.

What is (cyber)bullying?

Bullying is a targeted, repeated and long-term psychological burden or marginalisation of a child - mentally or physically. Cyberbullying happens online: Insults, rumours, threats or embarrassment e.g. via chat, social media or videos.

- Repeated attacks over weeks
- Power imbalance - the affected child is helpless
- Online: anonymous, public, visible around the clock

Not every argument is bullying. It is systematic marginalisation.

How can you recognise bullying?

- Withdrawal, fear of school
- Frequent stomach aches/headaches
- Drop in performance
- Changed behaviour
- Indications of digital attacks (e.g. offensive chats)

What to do if you suspect bullying?

- Take it seriously & stay calm
- Empower the child and offer to talk
- Don't go it alone - involve the school!
- Document the incident (screenshots, notes)
- Discuss appropriate measures with the school
- If necessary: contact external counselling or police

What does NOT help?

- Talking to the perpetrator and victim together
- Statements such as 'Don't behave like that'
- Urge the victim to act ('Fight back')
- Relativising or blaming

Contact persons in the school:

- Class teacher
- School psychologist
- Child protection specialist

External help:

- SIBUZ: School psychological counselling
- Police: In the event of criminal offences or threats
- Crisis hotlines

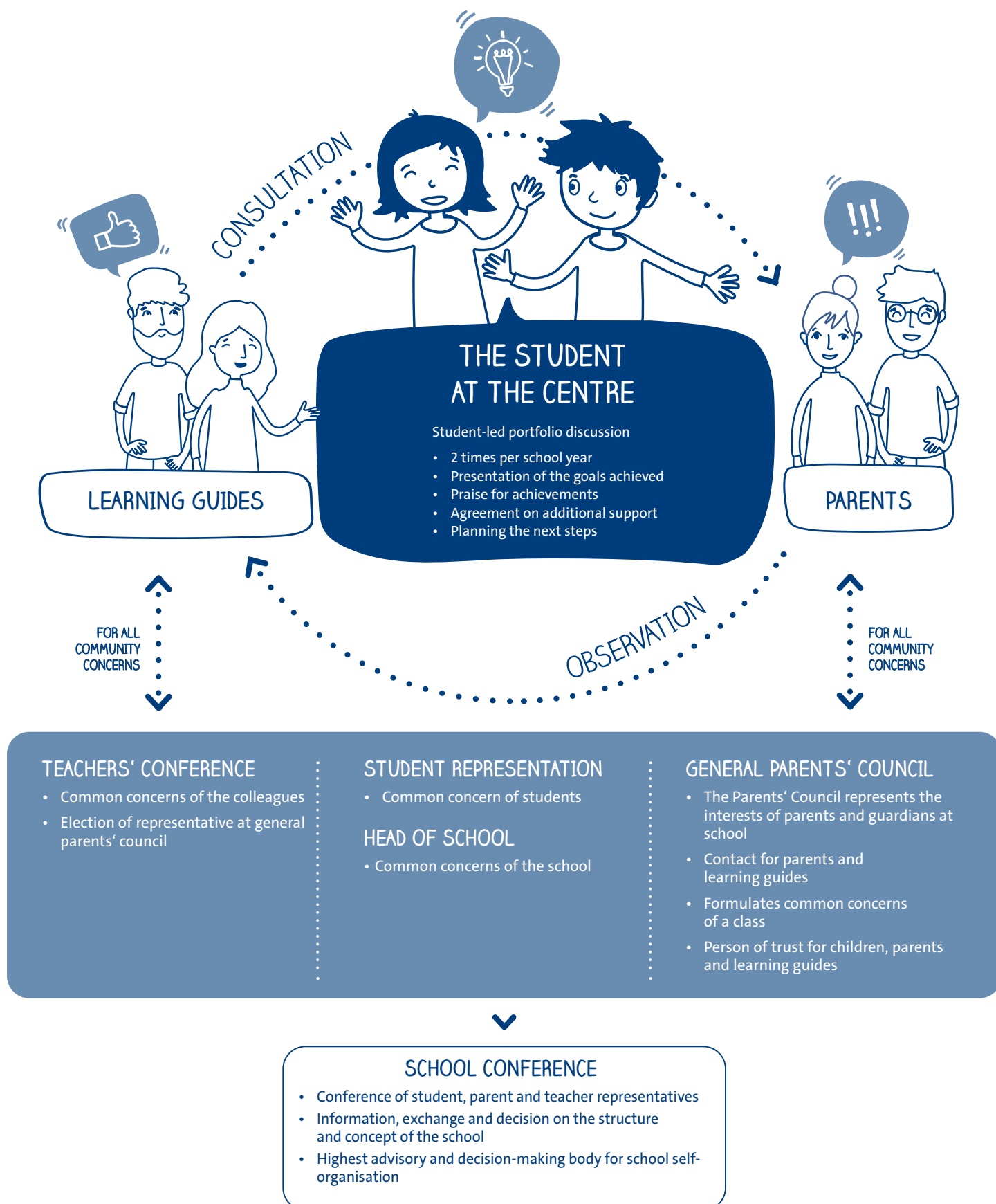
Important:

Document everything carefully and stay in contact with the school. The aim is always to protect and support the child concerned – in the long term and together.

Source: Senate Department for Education, Youth and Family (Berlin)

Educational Partnership

INFORM – PARTICIPATE – GRANT FREEDOM



Guidelines for Educational Partnerships

For a successful school career, children need committed parents and teachers who accompany the child during the phases of growing up and who treat them with encouragement and attention.

That is why it is important to us as a school that parents work together with us on the child's learning success. It is one of our basic principles to involve parents as educational partners in the school community. This includes the portfolio discussions, the events at the end of each project week, the close cooperation with the class teacher and the support of the teachers in implementing the house rules.

The aim of all Klax facilities is to provide children, adolescents and young adults with the greatest possible support on their journey through life through optimally organised educational work. For this reason, we design educational concepts, develop them further and provide learning centres for children and young people in order to work according to these convictions. Parents and school should come to an agreement on the essential questions of educational goals and values in order to work hand in hand for the child in everyday life. This includes intensive co-operation and transparent communication with each other.

In this parent guideline, we set out the forms of encounter and exchange between educational professionals and parents that we realise 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 in this way.

Parents and school should agree on the following guiding principles for successful parental involvement:

- In order to provide pupils with the best possible education and upbringing, parents and educational professionals must maintain an intensive exchange of information. Our work can only bear fruit if we share all the essential information 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.
- We agree on the goal of creating a conducive learning atmosphere in the school as a basic 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 what is best for the child, just as we do. If we disagree, we try to find out the reasons behind it. Parental involvement requires constructive cooperation.

Exemption from classes

Legal guardians may only request a leave of absence for their child(ren) if there is a valid reason to do so. Important reasons include religious, health-related and family reasons. A statement or proof must accompany the request for leave of absence.

If a child is to be excused from a school event (those include lessons, field trips, excursions, school events at the end of project weeks, etc.), the following steps must be followed:

1. Requests must be sent to the school **at least one week before** the planned absence. Requests received after this deadline cannot be processed.
2. For absences of **less than three days**, the request can be sent directly to the child's **class teacher**, who will make the decision.
3. For absences of **more than three days**, requests must be sent to the **school management** at sekretariat@klax-schule.de.
4. The request must include one of the following reasons: religious, health or family reasons, or participation in a sporting activity at state or federal level.
5. **Proof** or an **explanation** as to why the request is necessary must be provided.
6. **Incomplete requests** will not be accepted or processed.

If you do not follow the specified procedure, your request cannot be approved. Absence without an approved leave of absence will be recorded as an unexcused absence on the report card. We are obliged to report any unexcused absence of **more than five days** to the youth welfare office.

Compulsory attendance: Students in upper secondary school are required to attend lessons and compulsory school events, including school trips. If they are absent, the reason must be provided immediately.

Proof for exams: If a student misses an exam, they must submit proof within three school days after the date of the exam.

Pupil-Led Portfolio Discussion

At the end of each school term, pupils present what they have learnt to their parents. Pupils, parents and the class teacher take part in the portfolio discussion.

In the run-up to the pupil-led parent-teacher conferences, parents, pupil and class teacher prepare well. Parents take the opportunity to have their child present the portfolio and the learning development documented in it. The discussion is conducted by the pupil. During the portfolio week, the pupils prepare the content of the interview with the support of the class teacher and practise how to conduct the interview.

The aim is to inform the parents about the child's learning progress and to encourage the pupils on their learning path and praise them for what they have achieved. At the end of the meeting, the parents create a document with motivating feedback on the child's portfolio presentation. If necessary, general or subject-specific agreements can be made. This feedback document is then signed by all those involved.

Parent Events

The school organises a series of events together with the parent representatives to bring parents and the school together. The aim of these events is to bring parents together, to give parents a deeper insight into their child's everyday school life and the everyday work of the teaching staff. Such events can include: parents' cafés, open days, the parents' information series, the autumn market, the media project week, the theatre performance and the traditional school ball at the end of the school year. In addition, there are working groups that can be set up by parents.

These activities also serve to encourage joint reflection in order to promote the success of the school and provide as many children as possible with good learning opportunities.

Parent Observation

Parents can observe their child's daily routine a maximum of once per school year. The purpose of this observation is to give parents an in-depth picture of the educational work with their own child. They should experience how their child's everyday life "feels", at which moments they are particularly focussed, where, when and how they learn, but also when they need support. To avoid misunderstandings, we would like to point out that the observation always relates to your own child. Observations must not disrupt lessons and are subject to the rules of data protection. Appointments can be made at:

- sekretariat-gs@klax-schule.de
- sekretariat-ms@klax-schule.de
- sekretariat-os@klax-schule.de

Parents' Evenings in classes

Parents' evenings serve to exchange information and opinions on school matters relating to teaching and educational work in the classroom and the participation of pupils and parents in the organisation of school life. Matters concerning individual pupils are not discussed in a parents' evening. There are other discussion formats in the school for this purpose.

Parents' evenings take place within the class and are prepared and led by the class teacher with the support of the parents' representatives. Contents are Presentation of the educational work and the school's concept, discussion of selected class projects, e.g. school trips and excursions. The learning atmosphere and the learning development of the class can also be discussed. Parent representatives are elected once a school year. Parents' evenings in this form take place twice a year. In addition, monthly exchange meetings take place between the school management and the parent representatives of the school level. Topics for the parents' evening should be submitted to the class teacher at least one week before the date. To prepare for the parents' evening, an agenda is sent out in advance with prepared templates to ensure an effective parents' evening.

- Frequency: 2 times a year (minimum), additional monthly exchange meetings
- Participation: All parents of a class, class teacher
- Chair: Head of class with the support of the parent representatives

- Minutes: Class teacher, co-signature of parent representatives
- Duration: the time frame should not exceed 90 minutes, taking into account the teachers' working hours

Parent Representative Duties

In summary, parent representatives have the task of actively contributing to the realisation of the school's educational goals. The class parent representatives are the first point of contact for parents in a class with regard to general class issues. They are responsible for deciding on the internal distribution of their tasks. The representatives act as mediators between the plans and strategies of the school management and the class leaders and the expectations of the parents. When the school explains upcoming plans to them, they should give feedback to the class in the interests of the parents and point out points that are particularly worthy of consideration. They exercise the parents' rights of participation in the school's general parents' representation. In the day-to-day running of the school, good co-operation 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 parent representatives is obtained, conflicts with the entire parent body can be avoided. Parent representatives are sometimes faced with the question of how they can get a picture of the opinions of the parents they represent. Surveys or collections of questions among parents should be developed, coordinated and analysed with the class teacher. Both parents' wishes and criticism should be discussed openly with the class teacher at the parents' evening. Confidential concerns of parents are dealt with in individual discussions with the parent representatives. The results of customer surveys (e.g. annual pedagogical evaluation) should be presented to parent representatives so that they can obtain a meaningful assessment of parents' opinions. Your suggestions for improving the questionnaires are welcome. The work of the parent representatives requires a good relationship of trust between the parent representatives and the classes or school management.

Election of the Parents' Representatives of the School

The parents of the classes elect two equal parent representatives from among their number no later than one month after the start of lessons in the new school year.

Procedure of the Election

The class teacher and the current parent representatives jointly invite the class to the election. In the case of newly formed classes, the convening of the election is carried out by the class teacher. The incumbent parent representative should provide information about the tasks of a parent representative at the election meeting.

1. Setting the election date

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

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

The required resources and the registration of eligible voters are organised by the school management up to four weeks before the election day. At the same time, a written notice is posted at each school level advertising the position of parent representative with a brief explanation of the importance of parent representatives, invitation to parents to run for office, details of the application documents, deadlines for submitting the documents and the election.

3. Eligibility to stand for election

The legal guardians of the pupils in a class can elect the parent representatives or be elected as parent representatives (active and passive voting rights). The following are entitled to vote:

- Legal guardians, usually the parents
- Legal guardians and carers for underage pupils
- other persons of legal age who present a written authorisation from their legal guardians

Employees of KLAX Group companies, as well as their relatives and close acquaintances, persons without custodial rights and owners of competing companies may not be elected as parent representatives.

4. Posting of Candidates, Invitation of Parents

If parents or legal guardians wish to stand for election as a parent representative, they must inform the class teacher at least two weeks before the election date, preferably in text form. In order to make themselves known to the other parents, all candidates should display a photo and a short self-introduction by the class teacher or have it published online in SWOP under the heading Parent Representative Election. Two weeks before the election, the class management should have posted the photo and self-presentation of the candidates in the school level or published it in SWOP. The class teacher sends out the invitation to the election of the parent representatives to all parents together with the incumbent parent representative.

5. Preparation of the election parents' evening

On election day, the election is prepared by the class teacher. Elections are always secret. Precautions must be taken on the premises for the election to ensure that parents can fill in their ballot paper without third parties being able to see it.

Those entitled to vote have two votes for each pupil, even if only one legal guardian is present or available. The votes can be cast separately. If a person with custody/parental authority exercises custody/parental authority for more than two pupils in the same class, they may cast two votes for each pupil. The background to this is equality in the allocation of votes and freedom of choice. Candidates can choose themselves.

6. Conduct of the election

The election is conducted as follows:

- Determination of the quorum
- 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 cannot take place. This also applies if there are no candidates for the parent representatives. If only one candidate is not elected by the majority¹ of the eligible voters present, there is no representation for the class. Postal voting is not permitted. The two candidates who receive the most votes are elected as parent representatives with equal rights. If more than three candidates receive the same number of votes, a run-off vote is held between them.

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

Within four weeks of the election, the handover of office from the old parent representatives to the new parent representatives should take place. A joint meeting is suitable for this purpose, during which the old parent representatives present the completed and ongoing matters of the previous year.

The class teacher shall immediately forward the result of the election of the parents' representative, including the election documents, to the school management for examination. If there are no objections to the election, the school management confirms that the election was carried out properly. The elected parent representatives are then deemed to have been elected. The school management forwards the ballot papers with a brief report on the election process to the legal department for a short-term legal review with regard to the GEV election. Only when the election is declared valid by the school management is the parents' representation deemed to have been elected.

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

8. Withdrawal of a Parents' Representative

A parent representative loses their office if the pupil leaves the class. In this case, the second parent representative of the class can take over all tasks or a by-election will take place. This also applies if a parent representative resigns. The parents' meeting of the class decides whether a by-election should be held.

The Parents' Committee

All elected parent representatives together form the school's parent council. The parent representatives represent the school interests of all parents or guardians of a school. The meeting serves to inform and discuss important school matters. It meets three times a school year, including the meeting for the Parents' Committee election. In addition, a meeting between the school management and the Parents' Committee takes place once a month. Agreements are made here for the working groups or for events. The school management involves the Parents' Committee management in planning and is advised on decisions by the Parents' Committee management.

¹ The candidate parents with the most valid votes are elected - simple majority.

Six weeks after the start of lessons in the new school year, the Parents' Committee should meet for the first time. The school organises the constituent meeting of the parent council. The Parents' Committee management organises all further meetings.

At its first meeting, the Parents' Committee elects from among its members:

- 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 for each of the subject conferences and for the whole school council

At the invitation of the Parents' Committee, the school management, student representatives and/or representatives of the learning support staff should attend the meetings of the Parents' Committee. In order to enable a good, trusting exchange between the school and parents, it is recommended that the school management and, if necessary, representatives of the learning support staff attend the meetings of the Parents' Committee. In important matters, the school management can request that the parent council be convened. The parent council can form committees or sub-conferences to deal with individual issues and to develop proposals, to which, for example, representatives of the learning support staff and/or student representatives 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 overall conference (committee of learning guides and educators), whereby at least one of these persons should belong to the other educational staff from the supplementary support and supervision or school-related youth social work
- Four pupils elected by the pupils' representatives, in primary schools by the pupils' spokespersons
- Four legal guardians elected by the Parents' Committee
- One person proposed and elected by the members according to numbers 1 to 4 who is not a member of the school and who is to support the school in the fulfilment of its educational tasks

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 organization and evaluation of school and lessons, principles on homework and cooperation, on the daily start of lessons and the assessment of work and social behaviour (cf. Berlin SchulG Berlin - § 76). The school conference is consulted, for example before decisions are made on major construction measures or before the school name is changed.

Participation in the District Parents' Committee (Bezirkselternausschuss, BEA)

The district parents' committee is the body representing the parents of all general education schools in a district. The Klax School elects two members to the Berlin-Pankow district parents' committee once per school year via the general parents' representation. This committee usually meets once a month. As the Klax School is a state-recognised alternative school (private school), its elected representatives are only members of the BEA "in an advisory capacity" in accordance with § 110 (2) sentence 2 of the German Education Act. Nevertheless, it is an advantage to be an advisory member of the BEA, because as a parent of a public school, you can obtain 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 level and gives the parents' representatives an information advantage. Parent representatives can use the BEA to 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 Senate Department responsible for education in the district. The BEA is an independent committee.

Participation in the District Parent Advisory Council (Bezirksschulbeirat, BSB), the State Parents' Committee (Landeselternausschuss, LEA), and the State School Advisory Board (Landesschulbeirat, LSB)

The parents' representatives from the state-recognised alternative schools are delegated to the District Parents' Committee (BEA) by their respective school committees and are advisory members (§ 110 Para. 2 of the School Act). In principle, the advisory members can also be represented on the secondary committees and bodies in an advisory capacity for two calendar years with two members and a maximum of four deputy members each (§ 111 Para. 1 and § 117 Para. 2 of the School Act). According to the School Act, the representatives from the state-recognised alternative schools should „agree among themselves“ which of them should be delegated to the BSB and thus also to the State Parents' Committee (LEA) and the State School Advisory Board (LSB). There is no provision for an election, nor are any specifications made regarding the procedure.

The „elected“ advisory members of the state-recognised alternative schools from all twelve Berlin district school advisory boards are to meet to elect their representatives and deputies for the respective state committees, who may also participate in the LSB as advisory members (§ 114, para. 2 and § 115, para. 4 of the School Act). There is also no regulation for the state level in the School Act. The state parents' committee is the highest school parents' body with 24 members (two per district) and two advisory members from the area of state-recognised alternative schools.

More information on participation in the LEA via the BEA or directly via the LEA at www.lea.berlin.de

Amended by A. Bostelmann, St. Kelly (school management) and A. Szigat, chairwoman of the parents' association, under the advice of Normen Heise, chairman of the Berlin state parents' committee on 08.01.24. Changes become valid on 01.08.24

Klax School House Rules

Scope

These house rules apply to the grounds and premises of the Klax School (locations: Neumannstraße 13a, Borkumstraße 2, 13189 Berlin and the Creativ Hub on Schönhauser Allee 59, 10437 Berlin) and the Vocational Academy (hereinafter referred to as 'the school') of Lebendig Lernen gGmbH (hereinafter referred to as 'the organiser').

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, cooperation assistance 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 5:30 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. The school is closed from 8 a.m. to 3 p.m. Visitors can gain access via the doorbell on the second floor.

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 and 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 is not responsible. 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. Chewing gum is not permitted anywhere in the school building.

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.

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.

Last revision: February 2025

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 54).

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 54).

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 respiratory pathogens 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
- Orthopox diseases (e.g. mpox, cowpox)
- Plague
- Rubella
- 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 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
- Diphtheria/Corynebacterium spp.
- 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
- Rubella
- Typhoid or paratyphoid fever
- Chickenpox
- Virus-related haemorrhagic fever (e.g. Ebola)

As of: 06.2025 | Source: Robert Koch Institut

Our School Campus

① Neumannstr. 98, 13189 Berlin
Primary School (Grades 1 – 3)

② Neumannstr. 13a, 13189 Berlin
Primary and Secondary School (Grades 4 – 10)
Management, School Management,
School Administration and Library

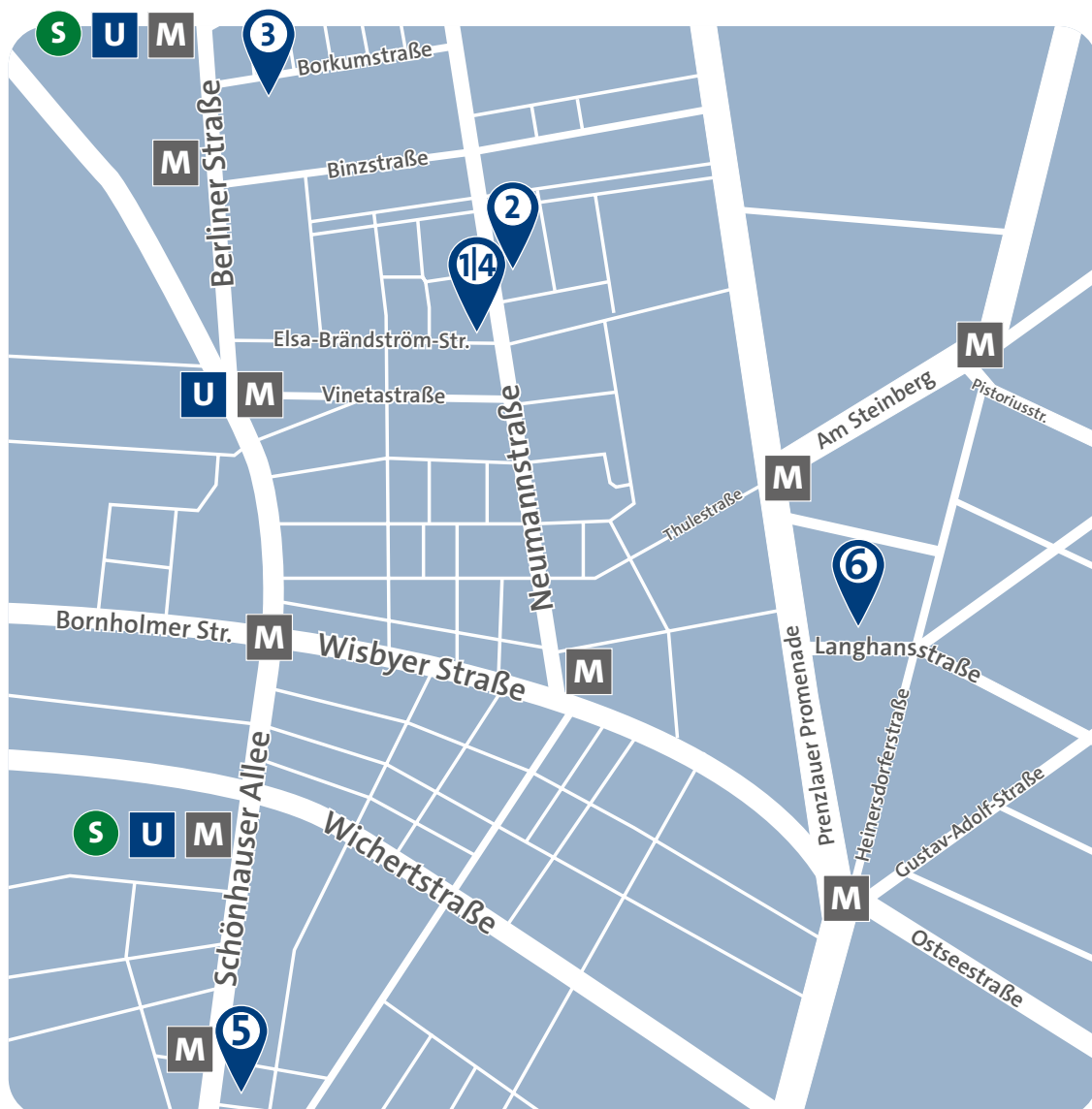
③ Borkumstr. 2, 13189 Berlin
Upper Secondary School (Grades 11 – 13)

④ Neumannstr. 98b/c, 13189 Berlin
Gym

⑤ Schönhauser Allee 59, 10437 Berlin
Creative Hub

⑥ Langhansstraße 74B, 13086 Berlin
Klax Berufsakademie (Vocational School)

- Technical College for Health and Social Services, Specialising in Social Pedagogy
- Vocational School for Social Assistance
- Technical College for Social Pedagogy



Contact

How do I reach ...

... the school management and sub-school management:
sekretariat@klax-schule.de

... the child protection team:
kinderschutz@klax-schule.de

... the school psychologist:
psychologe@klax-schule.de

... the programme management:
programm@klax-schule.de

... the welcome classes
wiko@klax-schule.de

... the central reception area:
Tel. 030 / 921 096 46

Where should I submit a complaint?

Please direct all complaints to the relevant school management team.

Where can I report violations (whistleblower protection)

In accordance with Section 12 of the Whistleblower Protection Act (Hinweisgeberschutz, HinSchG), we have set up a reporting office. You can contact the office at meldestelle@klax-online.de.

More information can be found on the website at www.klax.de/meldestelle-hinweisgeberschutzgesetz

