



Schmidt-Schule Jerusalem

Parent/Student

Handbook

Last Update: October 2025

English Version

Table of Contents

1	Welcome	4
2	School Structure	5
2.1	Mission statement	5
2.2	Organisation Overview.....	6
2.3	Complaint Management.....	8
3	General information	9
3.1	Student Admissions	9
3.1.1	Kindergarten and Tamhidi St. Charles.....	9
3.1.2	Enrolment of students coming from other schools	9
3.1.3	Registration and Tuition.....	10
3.2	Withdrawal of students.....	11
3.3	Special offers.....	11
3.4	Opening hours – Timetable	11
3.5	Homework Support and After School Activities	12
3.6	Absence of students.....	12
3.7	Office Hours Teachers.....	13
3.8	Parents’ Advisory Committee (PAC).....	13
3.9	Miscellaneous.....	14
4	Elementary	16
4.1	Curricula.....	16
4.2	Assessment.....	16
4.3	Reports.....	16
4.4	Promotion.....	18
5	DIA-Stream (Grades 7-12)	18
5.1	General remarks.....	18
5.2	Curricula.....	18
5.3	Definition of marks (Grades 7-10).....	19
5.4	Definition of marks (Grades 11 and 12).....	19
5.5	Written marks	20
5.6	Oral marks	20
5.7	Promotion.....	23
6	Tawjihi Stream	23

6.1	Curricula.....	23
6.2.	Assessment of Performance	23
6.3	Promotion.....	25
6.4	Honors, Prizes	26
7	Assessment.....	26
7.1	Tests.....	26
7.2	Other forms of assessment	27
7.3	Absence from assessment.....	27
7.4	Reports.....	28
7.4.1	Marks at the end of semester.....	28
7.4.2	Marks at the end of year	28
7.4.3	Conduct marks	28
8	Rules and disciplinary regulation	29
8.1	General regulations and measures	29
8.2	Latecomers.....	32
8.3	Academic honesty.....	33
8.4	School uniform.....	34
8.5	Use of private tablets in school.....	35
9.	Appendix.....	35
9.1	Regulation on promotion (DIA-Stream).....	35
9.2	Regulations on major violations.....	38
9.3	Student Safeguarding Policy	41

1 Welcome

Jerusalem, October 2025

Dear parents and students of Schmidt-Schule,

With this handbook we would like to provide you with a wide range of information about processes, structures, tasks and guidelines at Schmidt School. We hope to promote a better understanding of our school. For better readability, you will find more general information in the main chapters and detailed rules and regulations in the appendix.

We update this handbook regularly and are available to provide you with any assistance if you need further information.

If it turns out that there are differences between the translations (German, English, Arabic version), the German shall prevail over the English version and the English version shall prevail over the Arabic-language version.

With best regards

Dr. Dietrich Bäumer
Head of School

2 School Structure

2.1 Mission statement

The Schmidt-Schule in East Jerusalem was founded in 1886 and is a Christian Catholic school. The owner and sponsor are the German Association for the Holy Land (Deutscher Verein vom Heiligen Lande, DVHL).

The Schmidt-Schule is a recognised official German School Abroad that received the Excellent German School Abroad award in 2015 and 2025. It offers the Palestinian Tawjihi and the German International Abitur as university entrance qualifications.

- **We are a school where justice, tolerance and respect are put into practice.**
Our school fosters a climate in which all those involved in school life interact in an open, tolerant, and interfaith manner. Located in a challenging environment, it is especially important to us to resolve conflicts and tensions peacefully with one another.
- **We are a school that provides a comprehensive education in a positive learning environment.**
We see each student as an individual with unique abilities, strengths and talents that need to be nurtured. In a positive and supportive learning environment, we want our students to take responsibility for their own learning and to acquire a broad range of knowledge.
- **We are a school with high educational standards in all subjects.**
By continuously evaluating, developing, and safeguarding the quality of school and teaching, we pursue a future-oriented education. A key feature of the Schmidt-Schule is the use of German, English, and Arabic as languages of instruction, and the development of proficiency in them. Our teachers employ contemporary educational methods, and students are encouraged to engage with them actively.
- **We are a school that offers opportunities for intercultural exchange.**
As a recognized German school abroad, our school is committed to the goal of intercultural encounter. Daily school life and extracurricular activities encourage curiosity and openness towards foreign cultures and promote exchange.
- **We are a school that places a high value on understanding and collaboration.**
All those involved in school life are members of a community committed to the success and goals of the school. This requires regular, reliable communication, the sharing of information, and team-oriented cooperation.
- **We are a school that prepares its female students to take responsibility in society.**
The school promotes the development of an awareness of values and norms among the female students, who are expected to assume responsibility. This enables them to make an impact on society beyond their school years.

2.2 Organisation Overview

<i>School board:</i>	Dr. Matthias Vogt Dr. Ralf Rothenbusch, Jerusalem-Büro Sr. Dr. Gabriela Zinkl SMCB Dr. Georg Röwekamp Dr. Daniel Schwake Rüdiger Hocke German Representative Office Ramallah
<i>Head of School:</i>	Dr. Dietrich Bäumer
<i>Palestinian Deputy:</i>	Marlene Mauge (Tawjihi Coordination)
<i>German Deputy:</i>	Dr. Verena Schulte-Frohlinde
<i>Head of Elementary:</i>	Susanne Koch
<i>Head of Administration:</i>	Dörthe Kleine-Pollmann
<i>School office:</i>	Muna Munayer
<i>Facility management:</i>	Fadi Ajrab
<i>Accountant:</i>	Mary Sahhar
<i>Assistant to the Administration:</i>	Amal Alawi
<i>Social workers:</i>	Terez Abedrabbo, Eliana Bahu
<i>Abitur coordinator:</i>	Marc Buhl
<i>DaF (German language):</i>	Razan Qawas
<i>DFU (Subjects in German):</i>	Judith Barkowski
<i>PQM (Pedagogical Quality Management):</i>	Dr. Verena Schulte-Frohlinde
<i>Homepage:</i>	Dörthe Kleine-Pollmann
<i>Career counselling:</i>	Deacon Samir Hodaly, Marc Buhl
<i>Student counselling:</i>	Yacoub Abbed Rabo
<i>Choir:</i>	Miriam Younan
<i>Timetable:</i>	Dr. Verena Schulte-Frohlinde
<i>Pastoral care:</i>	Deacon Samir Hodaly
<i>IT management:</i>	Ghassan Shaheen
<i>Security:</i>	Dörthe Kleine-Pollmann, Fadi Ajrab, Osama Bannoura
<i>Volunteers:</i>	Dörthe Kleine-Pollmann
<i>Library:</i>	Susanne Koch

Heds of Faculties 2025-26			
Subject	Elementary	Tawjihi	DIA
<i>Arabic Language</i>	Salwa Mattouq	Salwa Mattouq	Ruba Abdul Shafy
<i>English Language</i>	Sana Sifri	Anthy Stylianaki	Judith Barkowski
<i>German Language</i>	Dr. Mahran Alhalah	---	Marc Buhl
<i>Hebrew language</i>	---	---	---
<i>Religious Education</i>	Nabila Shemmissian Hanan Tutunji	D. Samir Hodaly/ Ruba Abdul Shafy	
<i>Social Studies</i>	---		---
<i>History</i>	---	---	Judith Barkowski
<i>Geography</i>	---	---	---
<i>Math</i>	Samar Muna	Lilian Ballan	Dr. Verena Schulte-Frohlnde
<i>Science</i>	Carol Razzouk		---
<i>Biology / Chemistry</i>	---	---	Dr. Dietrich Bäumer
<i>Physics</i>	---	Ghassan Shaheen	
<i>IT</i>	Ghassan Shaheen		---
<i>Physical Education</i>	Daisy Abu Zalaf	Murad Bannoura	
<i>Arts</i>	---		---
<i>Music</i>	Miriam Younan		

2.3 Complaint Management

A framework for dealing constructively with complaints from pupils, parents and teachers.

The main objective of complaint management is to restore satisfaction or minimise the dissatisfaction of complainants. We see a development opportunity for our school in the constructive handling of complaints.

Dealing with complaints requires a factual and appropriate strategy that creates commitment. Respectful and correct handling of critical feedback largely avoids repetition and escalation.

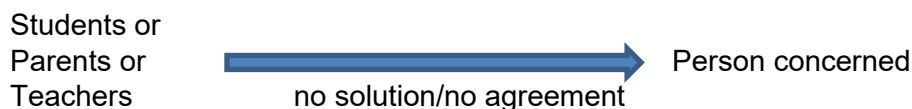
Establishing and adhering to a clear procedure contributes significantly to problem solving and at the same time to reducing the burden on all those involved.

If those involved deal with problems and complaints in a constructive and professional manner, they achieve important goals for the benefit of all involved:

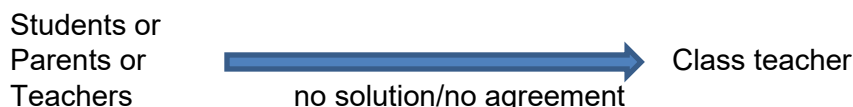
- Avoid unnecessary frustration.
- Protect against unjustified accusations.
- Identify the causes of dissatisfaction and systematically avoid them.
- Foster a positive work atmosphere.
- Take needs seriously and understand them.
- Build trust.
- Recognize complaints as an opportunity for quality improvement.

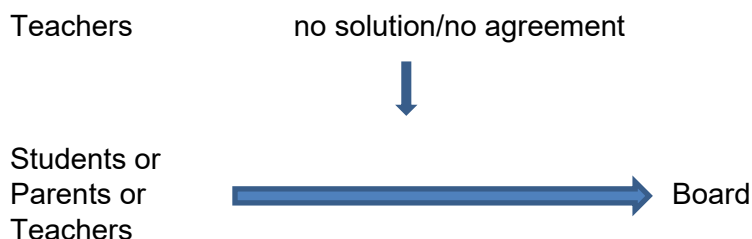
The appeals procedure must be followed for all complaints.

1. Complaints are expressions of dissatisfaction and can be made verbally or in writing. Anonymous complaints and accusations will not be considered.
2. The complainant's direct discussion with the person concerned is important and always come first. If it turns out that no discussion has yet taken place with the person concerned, the complainants will be referred back to the person in charge and that person will be informed about the complaint.
3. If no solution can be found, the complaint must be forwarded in written form to the next higher level of authority.



the person concerned is a teacher:





3 General information

3.1 Student Admissions

In order to be enrolled at Schmidt-Schule, a student must live with either a parent or a legal guardian. Students who do not live with their parents must complete the appropriate form concerning the school's guardianship policy. The school must be informed in advance of any changes to living arrangements when parents are not present. Failure to comply with these requirements may result in dismissal from the school.

3.1.1 Kindergarten and Tamhidi St. Charles

For information regarding admission to Kindergarten and Tamhidi at St.Charles, please follow the link at our website: www.schmidtschule.org

3.1.2 Enrolment of students coming from other schools

Enrolment is open to students of all nationalities and backgrounds. Admission decisions are made basis of a review of school records and a personal interview. All students are admitted or re-admitted annually, subject to the school's assessment of their ability to succeed.

Admission Procedure is as follows:

1. Applicants must complete the Family Registration Form and the Student Application Form for the current school year.
2. Applicants must submit records from their previous schools where applicable.
3. Applicants must meet with the appropriate school personnel for an initial interview and testing.
4. Applicants must have the Personal Health History Form completed before being admitted to class.

Enrolment of students coming from other schools is only possible via an application that must be sent to administration at: sekretariat@schmidtschule.org.

Knowledge of the German language must be demonstrated by the applicant depending on the grade she will attend.

A student is admitted to Schmidt-Schule based on previous records, the completion of the required admission procedures, an interview with the headmaster and a test in Arabic, English and **Mathematics**.

3.1.3 Registration and Tuition

Registration

The registration fee is a non-refundable, annual fee. The fee is required for all current and new students and must be paid before new students are officially accepted into the school. The completed registration process (confirmed by a letter from the administration) reserves the student's place for the coming school year. The registration fee will be deducted from the tuition.

The registration (or re-registration) fee is 200 NIS.

Notice: Paying the registration fee does not guarantee placement for the next school year if the tuition balance of the student is not cleared before re-registration.

Fees for school year 2025-26

The registration fee is included.

Grade 1-2:	8,000 NIS
Grade 3-4:	8,100 NIS
Grade 5-6:	8,200 NIS
Grade 7-9:	8,400 NIS
Grade 10-12:	8,600 NIS

School fee reduction for siblings at Schmidt's

For the 2 nd student	5%
For the 3 rd student	10%
For the 4 th student	15%
For the 5 th student	20%
For the 6 th student	30%

Expenses for the purchase of obligatory teaching materials will be added to the financial obligations. The respective amounts will be announced in preparation for the new school year.

Payments are accepted by personal cheques, bank transfer, direct debit system Horat Kaiva (הוראת קבע) and by credit card (visa).

Schmidt Schule Bank Account details

Beneficiary:	Schmidt Girls College
Bank Name:	Leumi Bank – East Jerusalem Branch (10)
Bank Address:	3 Ali Ibn Abu Taleb Street-Jerusalem
Branch No.:	918
Account No.:	79716 77
Currency:	NIS (Shekel)
IBAN:	IL 80 0109 1800 0000 7971 677

Please state the name of the student as payment reference and send the proof of payment to Ms. Mary Sahhar at the accounting office: buchhaltung@schmidtschule.org

3.2 Withdrawal of students

Withdrawals from the school must be made through the school office. Student records will not be released or forwarded until your financial account is cleared by the Head of Administration. Transcripts are sent when accounts are paid in full, and when Schmidt-Schule receives a "Record Release" form or written request from the student's new school, which must be signed by the parents.

3.3 Special offers

Learning Support:

The learning support program focuses on mainstreaming the students with special needs. Diagnostic services, based on testing and classroom observations, are used to determine a student's strengths, weaknesses and learning styles. Teachers collaborate to implement appropriate teaching strategies and modifications for students. The school may require a diagnostic assessment or other support services by a professional. Schmidt school accepts students with mild special needs on a case-by-case basis. Acceptance is contingent on the ability to create a quality program to address the student's academic, social, and environmental needs.

Counselling:

Limited counseling is available to students from preschool through 12th grade for both individuals and groups who need assistance with various school-related issues. If a student requires more extensive counseling services, they are referred to professionals in our community.

Further details are explained in our Learning Support Programme documentation.

3.4 Opening hours – Timetable

School times are Monday to Thursday and Saturday from 7:30 am until 2:00 pm (grades 1-4) and until 15:45 pm for grades 5-12 (depending on timetable).

7:00 am	Opening the Gate (Teacher's Duty: 7:15 – 7:40 am)
7:30 am	Students line up / morning prayer on certain days
7:30 – 7:40 am	Students enter the building with teachers
7:45 – 8:30 am	1 st Lesson
8:30 – 9:15 am	2 nd Lesson
9:20 – 10:05 am	3 rd Lesson
10:05 – 10:30 am	1st Break (Teacher's Duty)
10:30 – 10:35 am	Students (grade 1-6) line up and enter the building with teachers
10:35 – 11:20 am	4 th Lesson

11:25 am – 12:10 pm	5 th Lesson
12:10 – 12:25 pm	2nd Break (Teacher's Duty)
12:25 – 1:10 pm	6 th Lesson
1:15 – 2:00 pm	7 th Lesson
2:00 – 2:15 pm	3rd Break (Teacher's Duty)
2:15 – 3:00 pm	8 th Lesson
3:00 – 3:45 pm	9 th Lesson

3.5 Homework Support and After School Activities

Students have 15 minutes to leave the school compound at the end of the school day, school activity or event. Afterwards, they have the opportunity to participate in an After School Activity (or Elementary Homework Supervision).

Elementary students from Schmidt-Schule can only participate if their parents have registered them. Students who have not been registered for the Homework Support must be picked up after their last lesson. For safety reasons, they are not allowed to stay on the school compound unattended.

Our policy is that all girls remain under professional supervision until they leave the compound. This means either the students are in the lessons, or the After School Activities or in the Homework Support.

- The teachers will assist the students in doing their homework, so when the girls leave the compound, they should have finished their homework.
- In the waiting room all students are registered. When the parents pick up the girls, the teacher on duty will register their departure.
- Pick up place at the end of the Waiting Room is at the main entrance of the school.
- On school-off days (for example during breaks) no homework support will be offered.

After School Activities (ASA)

Schmidt-Schule offers a wide range of different After School Activities in fields such as example sport, music, theatre and IT. For details, please see our homepage or the newsletter informing about ASA.

After 3:45 pm (after the end of the 9th lesson) the school is no longer responsible for student supervision.

3.6 Absence of students

All students are expected to attend each class and to be on time. We believe that success in school depends on regular attendance and punctuality. Frequent absences can be a prominent

cause of failure and a distraction to other students and classroom instruction. Frequent absences will be documented on the report cards.

Reporting an Absence

Parents are required to inform Schmidt-Schule via e-mail before 7.45 am on the day of absence. E-mail: student_absences@schmidtschule.org

Please also inform the class teacher of your daughter's absence due to sickness via email on the first day of absence.

Planned Absence (whole day)

You apply in advance in a written form to the administration if you are planning a pre-arranged absence. To receive a response on time, you should send this request in one week in advance.

Release from classes

If a need of an early dismissal arises after the student is at school or a student is late at school due to an appointment, you should apply for permission to the class teacher in advance.

In general, appointments should always be made after school or when the school is off.

In any case you should send a letter of excuse to the class teacher and/or a report from the doctor at least on the first day after returning to school.

In any case the school office has to be informed before the students leaves.

Please notice special regulations regarding absences from tests and quizzes.

Excessive Absence

Excessive Absences (18 consecutive days or more) in a school year may result in failing and require repeating the grade in next school year.

Make-Up Work

It is the student's responsibility to request and complete all assignments within time. The teachers will provide all needed papers on request and will help to close the gaps if necessary. If a student misses three or more days due to illness a doctor's note is required.

3.7 Office Hours Teachers

Please have a look at the school's website: www.schmidtschule.org to find the teacher's email address in order to make an appointment for consultations.

3.8 Parents' Advisory Committee (PAC)

Schmidt-Schule has a Parents' Advisory Committee (PAC). The primary function of the PAC is to represent parents in the school community and support the School Administration in improving the quality of education and the well-being of students. The PAC provides a forum for communication, a committee to provide volunteering services and support. The PAC coordinates a wide variety of events throughout the year and provides support to academic and social programs.

All parents are encouraged to voluntarily participate in the PAC. The PAC should ideally consist of 52 elected representatives (2 from each class/stream). The PAC will be represented by three elected speakers.

The school administration will provide support to the PAC, as outlined at the PAC's bylaws, and as stated by governing relevant laws. That includes calling for elections by the administration at the beginning of the year.

3.9 Miscellaneous

Personal items

Personal belongings are not covered by school insurance. Valuables should be left at home.

Electronic gaming systems and other electronic devices are not permitted within Schmidt-Schule. Students are not allowed to bring in tablets from outside the school without permission of the subject teacher. The use of the computer must be consistent with the school curriculum and is only allowed during the lesson (see 3.8 regarding private use of tablets in class).

Once a student has come onto the school grounds, any use or possession is subject to confiscation of the devices mentioned above. This policy also applies for afterschool events. If the electronic items are taken from a student while in school the item has to be picked up by the parents from the administration. In case of recurrence disciplinary order will be applied.

Smartphones are collected in the classes and kept by the administration during the lessons. Schmidt-Schule is not responsible for lost or stolen electronic devices or any valuables in any case. If a girl is late for any reason she has to hand in her mobile to the administration before entering the class. Smartphones can be picked up only after the lessons.

School closure

If it is necessary to close school due to an emergency or a change in holiday dates, Schmidt-Schule will notify you by SMS and on the website.

Safety and emergency procedures

At Schmidt-Schule, safety and security for students, staff, parents, and visitors alike are our top priority. The Administration of the school is responsible that the institution fully complies with the local rules on safety and security.

Emergency drills are regularly scheduled to train students regarding the essential elements of safety and security. All exercises will be explained by the administrative staff and/or by the teachers.

Teachers and staff are frequently participating in first aid trainings.

The premises are checked monthly to maintain all relevant appliances in proper condition. All security devices are regularly checked and approved by the local authorities.

A Child Safeguarding Policy is part of the appendix of this handbook.

Change in parents' contact details

If parents change their telephone number or email, the administration should be informed immediately.

Parent-teacher meetings

Parents should feel free to contact teachers by email at any time they need information on the student's progress at school. To benefit from the meeting with the teacher, we kindly ask parents to arrange an appointment in advance.

It is customary that up to two parent-teacher meetings are held at our school, they will be scheduled on the school calendar.

Lunch

We kindly ask you to provide a healthy lunch for your daughter before sending her off to school. It will affect the academic progression a positive way.

The following items are not allowed on the school premises: chewing gum, seeds, all kinds of crisps, ice cream. Please note it is not allowed to order food from outside.

Library

Students use the library regularly for selection of recreational reading and for research and assigned projects. The students are expected to return the books after one week (with an option to renew them). Parents may check out additional books from the library to read to the students. Families are responsible for the cost to replace lost or damaged books.

Health Issues

A 24-hour school insurance is provided by Schmidt-Schule. The insurance policy will cover students for any physical injuries sustained throughout the academic year.

First aid is available to those students who become ill or are injured while at school. However, first aid is immediate and temporary care. Care beyond first aid must be provided by the parents or the family physician.

If a student is involved in an accident or injury, it must be reported immediately to the teacher in charge. Students who become ill at school should be sent to the office by their teacher. When a student is too ill to remain in class, the office will contact the parents. Parents must make sure that they can be contacted at any time and that the student can be picked up by the parent at any time if necessary. If the parents cannot come, the student stays at school till her mother or father comes. If a student needs immediate medical attention, a local ambulance or transport will be used for transporting the student to the hospital. The school's health initiative is designed to promote a safe and healthy environment in which students can experience personal and academic growth. However, diagnosis and prescribing drugs is not the duty of the school and is not practiced by any school personnel. Therefore, the school will not provide students with any medications. If a student requires any medication during the day, the drug and prescription should be brought by the student to the teacher.

Parents should discuss special student health issues and dietary restrictions (such as nut allergies) with the class-teacher. Student health problems will be considered private information. No student will be permitted to remain in school with a suspected contagious disease. The student will be sent home and will be readmitted only upon complete recovery. Parents are obliged to submit a health report to the administration at the beginning of each new school year indicating any health problem of the student. Everyone enrolled in physical

education is expected to participate in class activities. A written note from a doctor is also required if a student is not able to participate.

4 Elementary

4.1 Curricula

In Elementary school Schmidt-Schule follows the Tawjihi-Curriculum. For the German language we follow the DSD-Curriculum, which was approved by the German authorities.

4.2 Assessment

The grades in grades 1 to 6 are calculated equally between written performance (tests) and other performance. Oral performance is a part of "other performance" and is taken into account appropriately (approx. 30%).

4.3 Reports

In **grade 1 and 2** students are assessed and evaluated according to their individual progress. It is normal for young students to acquire skills at differing rates and speed.

From **grade 1 to 6** the reports are displayed according to the grading system below.

Marks and grading in Elementary classes

Marks Elementary	Percentages %	Naming	Explanation / Description
1	90 % – 100 %	Very good	Very good Performance meets the demands to a particularly high degree.
2	79 % – 89 %	Good	Good Performance fully meets the demands.
3	65 % – 78 %	Satisfactory	Satisfactory Performance generally meets the demands.
4 PASSED	50 % – 64 %	Sufficient	Sufficient Performance has deficiencies, but generally meets the demands.
5 FAILED	26 % – 49 %	Deficient / Insufficient	Deficient Performance does not meet the demands, but it is recognizable that the necessary basic knowledge is available and that deficiencies can be corrected in the near future.
6	0 - 25 %	Unsatisfactory	Unsatisfactory Performance does not meet the demands and deficiencies cannot be corrected in the near future.

Conduct Marks / Definition

Work Attitude	Social Behavior	Discipline
Teamwork / Cooperation. Participation. Reliability. Be prepared for lessons.	Politeness & Courtesy. Helping others. Positive interaction in the school community Fairness & Tolerance. Value perspectives, time & space of others.	School regulations. Class rules. Punctuality. Correct school uniform. Treatment of school property.

A	Outstanding
B	Good
C	Needs improvement
D	Dissatisfying

Number of tests and quizzes per semester (maximum)

t = test (max. 3 per week), **q** = quiz (max. 10 minutes, can be unannounced), **o** = oral

Arabic

Grade 1-3: 4 tests

Grade 4-6: 4 tests, 4 quizzes

Grading system: 60% t, 40% q and o.

English (grade 1-6)

2 tests, 6 quizzes

Grading system: 50% t, 20% q, 30% o.

German (grade 1-6)

2 tests, 2 quizzes.

Grading system: 50% t, 20% q, 30% o.

Math

3 tests, 4 quizzes

Grading system: 60% t, 30% q, 10% o.

Science

2 tests, 6 quizzes

Grading system: 40% t, 30% q, 30% o.

Social Studies

1 Test (Grade 1-4), 2 Tests (Grade 5-6), 2-5 Quizzes

Grading system: 50% t, 20% q, 30% o.

Religion Christian

2 tests, 2 quizzes.

Religion Muslim

2 tests, 4 quizzes

Grading system: 50% t, 20% q, 30% o.

4.4 Promotion

Students will be readmitted based on academic progress and disciplinary record. From grades 1 to 4, students are automatically promoted. At the parents' request, students may repeat a grade.

In grades 5 and 6, a student repeats the grade in the following cases:

- (1) If she has a grade 5 in two subjects and her overall grade average is worse than a grade of 4.
- (2) If she has a grade 5 in three subjects.

5 DIA-Stream (Grades 7-12)

5.1 General remarks

The German International Abitur Examination is a globally recognized qualification that enables university entrance to universities worldwide. The DIA is recognized as the Tawjihi equivalent in Palestine.

5.2 Curricula

The curricula in the Abitur branch are based on the curricula approved by the German school supervisory authorities.

5.3 Definition of marks (Grades 7-10)

Mark	Notification	Pass/Fail
1	Very Good	Pass
2	Good	
3	Satisfactory	
4	Sufficient	
5	Insufficient	Fail
6	Unsatisfactory	

Grade key for exams and quizzes:

Note	Achieved points in percent (%)
1	100-90
2	89.5-75
3	74.5-60
4	59.5-45
5	44.5-25
6	24.5 - 0

5.4 Definition of marks (Grades 11 and 12)

Grading in years 11 and 12 is given in points from 0 to 15.

Points	Grade	%	Definition
15	Very Good	95 %	<i>Performance meets the demands to a particularly high degree.</i>
14		90 %	
13		85 %	
12	Good	80 %	<i>Performance fully meets the demands.</i>
11		75 %	
10		70 %	
9	Satisfactory	65 %	<i>Performance generally meets the demands.</i>
8		60 %	
7		55 %	
6	Sufficient	50 %	

5		45 %	<i>Performance has insufficiencies, but generally meets the demands.</i>	
4	Weak sufficient	39 %	<i>Performance has deficiencies and only meets the requirements to a limited extent.</i>	
3		33 %	<i>Performance does not meet the demands, but it is recognizable that the necessary basic knowledge is available and that insufficiencies can be corrected in the near future.</i>	deficit area
2	Insufficient	27 %		
1		20 %		
0	Unsatisfactory	0 %	<i>Performance does not meet the demands and insufficiencies cannot be corrected in the near future.</i>	deficit area

5.5 Written marks

The grades in classes 7 to 12 are usually calculated equally between written tests and other achievements. When it comes to “other achievements”, the oral achievements must be taken into account appropriately (approx. 30%).

As a rule, two tests are written per semester in the main subjects of German, Arabic, English and mathematics. In the other subjects, there is usually one class test per semester. The number of tests per subject should be a maximum of 4 tests per semester.

In the lower and middle schools, the teacher can demand the subsequent completion of a missed written work or the repetition of a written work if otherwise an appropriate performance assessment is not possible.

If a high school student misses a written assignment without a valid reason, this part will be graded as unsatisfactory when determining performance. In the event of illness, a medical certificate must be presented.

5.6 Oral marks

Criteria for the assessment of oral performance:

13-15 Punkte (sehr gut): <i>Die Leistung entspricht den Anforderungen in besonderem Maße.</i> Qualität: sehr gute Kenntnisse über die bisherigen Kursinhalte; Fähigkeit, auch bei komplexen Sachverhalten eigenständig zu problematisieren, zu strukturieren und zusammenzufassen; sehr gutes Abstraktionsvermögen; häufiges Einbringen weiterführender Beiträge, auch über außerschulische Fakten und früheren	13-15 points (very good): <i>Performance surpasses requirement</i> Quality: very good knowledge of the current course content; ability to problematize independently on complex matters, to structure information and to summarize; very good capacity for abstraction; frequent introduction of contributions to the current course content that go beyond the regular teaching and information shared in class (e.g. extra-
--	--

Stoff; verständliche, sichere, flüssige Formulierungen, fehlerfrei Quantität: konstante / permanente überragende Mitarbeit während aller Stunden	curricular facts, reference to material that has been covered earlier); verbalizations need to be understandable, fluent, reliable and error-free. Quantity: constant / permanent outstanding work during all lessons
10-12 Punkte (gut): <i>Die Leistung entspricht den Anforderungen voll.</i> Qualität: Gute Kenntnisse über die bisherigen Kursinhalte; Fähigkeit zu strukturieren und zusammenzufassen; gutes Abstraktionsvermögen; Einbringen weiterführender Beiträge, auch über außerschulische Entwicklungen und früheren Stoff; meistens verständliche, flüssige Formulierungen, überwiegend fehlerfrei Quantität: konstante / permanente gute Mitarbeit während fast aller Stunden	10-12 points (good): <i>Performance fully meets the requirements.</i> Quality: Good knowledge of the current course content; ability to structure and summarize; good capacity for abstraction; introduction of further contributions (including extra-curricular developments on the topic and earlier material); mostly understandable, fluent formulations, mostly error-free. Quantity: constant / permanent good cooperation during almost all lessons.
7-9 Punkte (befriedigend): <i>Die Leistung entspricht den Anforderungen im Allgemeinen.</i> Qualität: Zufriedenstellende Kenntnisse über die bisherigen Kursinhalte; Fähigkeit im Rahmen eines teilweise vorgegebenen Lösungsweges zu arbeiten; gelegentliches Einbringen weiterführender Beiträge, auch über außerschulische Entwicklungen und früheren Stoff; verständliche überwiegend sichere Formulierungen Quantität: Grundsätzliche Mitarbeit in allen Stunden	7-9 points (fair, satisfactory): <i>Performance meets the overall requirements.</i> Quality: Satisfactory knowledge of the current course content; ability to work along a partly predetermined solution path; occasional introduction of further contributions, (including extra-curricular developments concerning the topic and earlier material); understandable, predominantly correct/reliable formulations. Quantity: Regular oral participation as a matter of principle.
4-6 Punkte (ausreichend): <i>Die Leistung weist zwar Mängel auf, entspricht aber im Ganzen noch den Anforderungen.</i>	4-6 points (still sufficient/still adequate): <i>Performance shows considerable shortcomings, but overall still satisfies the requirements.</i>

Qualität: teilweise lückenhafte Kenntnisse über die bisherigen Kursinhalte; kann in einer vorgegebenen Struktur arbeiten; wenige Beiträge, oft reproduktiv aus abgegrenztem Gebiet in gelerntem Zusammenhang; verständliche, aber knappe, kurze Formulierungen, u.U. in unvollständigen Sätzen Quantität: unregelmäßige Mitarbeit, nicht in allen Stunden; oft nur nach Aufforderung	Quality: partially incomplete knowledge of the current course content; student can operate in a given structure; few contributions, answers are often reproductions from the designated area of the current course content and in a learned context; understandable, but concise/brief formulations, possibly incomplete sentences. Quantity: irregular oral participation, not in all lessons; participation often only upon/following a request.
1-3 Punkte (mangelhaft): <i>Die Leistung entspricht den Anforderungen nicht, lässt jedoch erkennen, dass die notwendigen Grundkenntnisse vorhanden sind und die Mängel in absehbarer Zeit behoben werden können.</i> Qualität: stark lückenhafte Kenntnisse; ist auch unter Anleitung nicht fähig, Beiträge zu strukturieren; kaum Beiträge, wenn, dann meist als unstrukturierte Teilergebnisse; häufig unpräzise Formulierungen Quantität: gelegentliche, äußerst seltene Mitarbeit, nur nach Aufforderung	1-3 points (insufficient/inadequate): <i>Performance does not meet curriculum requirements, however, reveals that necessary basic knowledge exists and the problem will be resolved in the foreseeable future.</i> Quality: highly incomplete knowledge; is unable to structure her contributions - even if under guidance by a teacher; very few contributions, if there is a contribution it is mostly unstructured and only partial in its results; often imprecise formulations Quantity: occasional, very rare contributions, only after a request.
0 Punkte (ungenügend): <i>Die Leistung entspricht den Anforderungen nicht, und selbst die Grundkenntnisse sind so lückenhaft, dass die Mängel in absehbarer Zeit nicht behoben werden können.</i> Qualität: minimale Kenntnisse; keine Mitarbeit; keine Beiträge, auch nicht auf Nachfragen Quantität: keine Mitarbeit	0 points (unsatisfactory): <i>Performance does not meet the requirements, and even basic knowledge is incomplete to the degree that problems cannot be resolved in the foreseeable future.</i> Quality: rudimentary knowledge; no contributions; no participation – not even when requested. Quantity: no cooperation / participation

5.7 Promotion

Students will be readmitted based on academic progress and disciplinary record. The criteria for “transfer” are regulated in a separate regulation. These regulations were submitted to the responsible German supervisory authorities and were finally approved by them. Regulation on Promotion (see: Appendix 9).

6 Tawjihi Stream

6.1 Curricula

In Tawjihi-Stream Schmidt-Schule follows the Tawjihi-Curriculum. In certain subjects, additional material from GCE-Curricula is used. We follow the DSD-Curriculum, which is approved by the German authorities, for the German language.

6.2. Assessment of Performance

Arabic Language (Grades 7-11)

	%	Number
Final term Exam	40%	1
Tests	25%	3 / semester
Quizzes	15%	not limited
Essays	10%	
Participation / activities and dictation for grade 7	10%	

Hebrew Language (Grades 7-11)

	%	Number
Final term Exam	40%	1
Tests	30%	2 / semester
Quizzes (10-15min)	15%	

Oral	15%	
------	-----	--

English Language (Grades 7-11)

	%	Number
Final Term Exam	40%	1
All of the skills listed below carry the remaining 60% of the student average	60%	
Comprehension test	30%	1 to 2 tests Each of these skills can be tested separately or in combination
Grammar	20%	
Writing	20%	
Short tests 20 to 30 minutes	20%	3 to 6 per semester
Quizzes 15 min. Participation / contribution /activity	10%	

Mathematics (Grades 7-10)

	%	Number
Final term Exam	40%	1
Daily Tests / quizzes	60%	Tests No more than 4 per semester but no less than 2.1 quiz per week; avoid quizzes on days when the girls have tests

Science /Chemistry/ Biology/ Physics (Grade 7-10)

	%	Number
Final term Exam	40%	1
Tests	30%	No more than 4 per semester but no less than 2.
Quizzes	20%	1 quiz per week; avoid quizzes on days when the girls have tests
Participation / Oral	10%	

History in English (grades 7-10)

	%	Number
Final term Exam	40%	1
Tests	30%	2
Projects, participation, presentations	15%	
Quizzes	15%	2

Religion (Grades 7-10)

	%	Number
Final term Exam	40%	1
Tests	30%	2
Short tests, quizzes	10%	2
Projects, presentations	10%	
Ethical conducts	10%	

German Language (Grades 7-11)

	%	Number
Final term Exam	40%	1
Tests	30%	3
Oral	30%	

The proficiency of the German level of each student will be mentioned on the report card according to the Common European Framework of Reference for Languages (A1, A2, B1, B2, C1 or C2).

All subjects Grade 11 and 12

As for grade 11 and 12 (arts and science) it is for all subjects 50% daily tests and 50% term exam.

6.3 Promotion

Students will be readmitted based on academic progress and disciplinary record. A student will repeat her class in the following cases:

- a) if she fails in three or more subjects
- b) if she fails in two subjects and her general average is 60% or less (If she fails in two subjects but her average is above 60%, she will sit for a re-examination in those subjects.)
- c) if she sits for a re-examination and fails

6.4 Honors, Prizes

1. Students graduate with Honors when they score a final average of 86% or above in grade 12, provided that they get 86% or above in all subjects. For Abitur it is 1,3 or 1,4.
2. Students graduate with high Honors when they score a final average of 90% or above in grade 12, provided that they get at least the same mark in all subjects. For Abitur it is 1,2 or above.
3. Stefan Vogel Prize is given to students who distinguish themselves in music and art and lend their skills to Schmidt-Schule for activities, events, feasts, competition and so on.
4. At the end of the school year, two students from grades 5 to 12 will be honored for special merits within their class. Class teachers decide together with their class who will be honored by the fact that students were helpful, had shown special social behavior in the class.

7 Assessment

The following aspects are intended to provide parents and students with guidance for measuring performance at the Schmidt School.

7.1 Tests

Class tests are written proof of performance that students in a class have to complete under the same conditions. The maximum processing time for tests is usually 45 minutes. Tests should be designed in such a way that the requirement areas I (reproductive performance), II (reorganization performance) and III (independent problem solving) are adequately represented in the tasks, with the focus being on requirement area II.

The tests must be designed in such a way that they correspond to the students' current understanding of the text. Tests must generally be announced to students at least a week in advance. No more than three tests in the main subjects may be written in one class during a week.

Tests must be discussed in class. The evaluation criteria must be explained. Particularly successful achievements should be given due recognition and serious problems should be discussed. Tests should be corrected. After the discussion in class, tests must be given to the students and signed by their legal guardians. If the legal guardians so wish, they are entitled to explanations on how the grade was determined. Teachers are obliged to keep tests, assignments, expectations and assessment keys until the end of the respective school year.

7.2 Other forms of assessment

Other forms of assessment take place in the form of oral performance assessments, quizzes and subject-specific, practical proof of achievement:

Oral performance: Oral performance reviews are important forms of performance evaluation. In a special way, they enable student-related performance assessment and recognition of learning progress.

Quizzes: Quizzes serve to provide a written review of recently covered lesson content from the last lessons. They should not exceed 10 minutes. They must be returned shortly after they have been completed and discussed with the students. Quizzes may not be written on days on which class tests are written.

Dictations: Dictations are usually written as tests. They can be part of a class assignment if the dictated text is used to solve other tasks. Sufficient practice phases must be provided before dictation.

Homework and worksheets – Homework and worksheets are generally not graded. An assessment is possible if the student's performance is presented at school or is made the subject of a performance assessment.

Projects, presentations - Projects and presentations are important forms of performance evaluation. In a special way, they enable student-related performance assessment as well as an appreciation of learning progress and the individual effort expended.

Other performance measurement: In sports, performance is assessed through performance measurement and observation. Individual performance requirements, learning progress and social learning behavior must also be taken into account. When selecting sporting exercises for the purpose of performance assessment, appropriate consideration must be given to the balance between the individual disciplines and the constitution of the majority of students in a class. A whole grade must be created from the graded individual achievements in a discipline. The respective certificate grade is formed from the grades for the disciplines.

7.3 Absence from assessment

If a student is missing a test or another kind of assessment without written excuse/sick report (see: attendance procedures), it is marked with the lowest mark (0% or 0 points). If a student is missing a written test an official sick report is necessary in any case.

In general, the missing test must be repeated on the first day after returning from leave. In certain cases, the subject teacher may skip the missed test. This is usually only the case if a certain number of other forms of assessment have already taken place.

Being absent in Abitur-Stream grade 11B and 12B:

In case a student of grade 11B or 12B is sick on the day of a class test:

1. The student sends an email to the subject teacher **and** the senior coordinator on the morning of the test (before 7:30 AM) to inform about the absence on that day.
2. The student needs to get a sick report from a physician for that day.

3. The first day the student is back to school she hands in the sick report to the senior coordinator.

Only if the procedure described above is followed, the student will sit for the test on the day of the re-exams ("Nachtermin" on the test schedule). If not, the student takes 0 points for that test.

7.4 Reports

7.4.1 Marks at the end of semester

All evidence of performance provided by the student during the assessment period is used to create half-yearly grades. The respective half-year grade is derived from the summary of the class-accompanying assessments and the weighted grades of the tests.

7.4.2 Marks at the end of year

Elementary and Tawjihi-stream

The final school year grade results from the summary of the results recorded separately for both school semesters. The respective grade tendency as well as the performance development and learning behavior of the student should be taken into account appropriately.

DIA-Stream:

The decision to transfer to the DIA stream is made based on the student's performance at the end of the 6th grade, taking due account of performance development throughout the entire school year. The grades of all compulsory subjects as well as the general development of the student's personality are taken into account in the decision. In principle, all subjects are important when assessing a student's performance, including those that are being phased out or are no longer compulsory in the next school year.

Important: Special regulations apply to the DIA classes in years 11 and 12.

7.4.3 Conduct marks

Work Attitude	Social Behaviour	Discipline
• Reliability • Teamwork • Participation • Homework • Prepared for lesson	• Politeness and courtesy • Helping others • Positive interaction in the school community • Fairness and tolerance • Values perspectives, time, space of others	• School regulations • Class rules • Punctuality • Correct school uniform • Treatment of school property

Definition of marks:

A = outstanding / B = good / C = needs improvement / D = dissatisfying

8 Rules and disciplinary regulation

All disciplinary actions are meant to protect the welfare of the school community, as well as help students develop self-discipline. We believe discipline is essential to healthy development. Students need structure, which provides them with a feeling of security. Discipline, when necessary, also aids in the learning process. We aim to create and maintain an educational atmosphere that is firm, consistent, fair and tempered with love. When determining the response to a specific breach of discipline, school personnel will consider the nature of the act, the student's previous school history, her age and level of maturity, any mitigating circumstances, and the effect of her actions on the welfare of the school community. Disciplinary responses may include but are not limited to the violations listed in this section, nor do they cover every possible incident. Schmidt-Schule is an institution where behavior that is contrary to our philosophy and standards is not tolerated. If a student comes home complaining about school policy or discipline, please follow this procedure:

- Give Schmidt-Schule the benefit of the doubt.
- Realize that the student's account may be emotionally biased.
- Realize that we have reasons for all procedures, guidelines and consequences, and they are enforced without partiality.
- Support the administration and call us for all the facts.

The school and home should enter into a partnership in this disciplinary approach, allowing the school's moral training to be effective. Schmidt-Schule hopes to cooperate with the home in formation of good habits such as:

- Living peacefully.
- Positive attitudes to authority (parents, teachers, staff, etc.) and the school regulations even when the person in authority is not immediately present.
- Responsibility in all areas of life.
- Cooperation with others in playing and working in and outside the classroom.
- Courtesy and respect for others: students, teachers, and visitors. Students should learn to be quiet in class, raise their hands to speak, not interrupt others, not run in the buildings, and eat with proper manners and in the proper location.
- Hygiene in person and property. Put all trash in trash cans, pick up paper on floor and grounds.
- Keep desk neat, organized, and dress neatly.
- Truthfulness and honesty in word and deed.
- Respect for other people and the property of the school.

8.1 General regulations and measures

The accused person has a chance to present a defense, to explain the circumstances of the alleged improper actions, or to attempt to prove innocence. Prior to the imposition of discipline, the following procedures shall be observed:

- The school staff member shall give the student oral or written notice of the charges and evidence to support the charges.
- If the student denies the charges, she will be provided with an opportunity to present an explanation. This will occur outside of class, at an appropriate time and place in a conference with the staff member. Following the conference, the staff member will inform the student of the decision regarding the imposition of discipline.

Parental responsibilities

A student's progress is closely related to her parents' involvement in her education. Parents should show genuine enthusiasm when the student excels in any way. We ask parents also to:

- Provide an area free from distractions where students may work on their studies. Students should not do schoolwork while watching TV, listening to music, surfing the internet, talking/texting on the phone, etc.
- Provide a tutor to reinforce and assist the student as necessary.
- Reinforce character training that is taught in school. Principles such as forgiveness, respect for authority, manners, punctuality, and patience should be emphasized.
- Support the school at all times. If a parent feels that a problem exists, they should contact the school and get all the details on the matter instead of complaining to others.
- Parents bear the responsibility of:
 - a) informing the administration and social worker about any changes in the family circumstances (e.g. divorce or imprisonment of a parent).
 - b) providing the right documents to administration resting assured that this information is strictly confidential and will only be used for the welfare of the student.
- Parents should inform and bring a sick report to the administration in case of any disease that needs special attention and care.

Responsibilities of students

Parents, teachers, and administration have a duty to protect the students while maintaining an educational atmosphere conducive to the teaching and learning process. There are certain special responsibilities required of a student in school:

- Be informed of and adhere to rules and regulations established by the school administration and implemented by administration and teachers.
- To respect other students and school personnel.
- To speak respectfully to all people and avoid labelling others, slanderous remarks, and obscenity in verbal, nonverbal, and written expression.

- To follow the school dress code.
- To be punctual and present in the regular or assigned school program.
- To follow the school rules by refraining from disobedience, misconduct or behavior that materially and substantially disrupts the educational process or jeopardizes the safety of others.
- To maintain the best possible level of academic achievement.
- To respect the authority of the administration and teachers in maintaining discipline in the school, at school sponsored activities and in the community.
- To preserve school property, exercise care while using school facilities and help maintain and improve the school environment.
- To report major violations of school policies and procedure.
- Students are not allowed to leave the school premises without prior permission from the administration.
- Students are not allowed to eat in the upper sport's ground.
- Schmidt-Schule does not tolerate bullying (including, but not limited to physical/verbal/cyber or any electronic device). Cyber-bullying involves the use of information and communication technologies such as an e-mail, cell phone/pager text messages, instant messaging, defamatory personal Web sites and online personal polling Web sites, to support deliberate and hostile behavior by an individual or group, that is intended to harm others. Any student involved in committing an act of cyber-bullying will be disciplined in the same manner as a student involved in a fight including but not limited to suspension and initiation of expulsion procedures.
- Students are not allowed to take pictures/films of any student or staff in Schmidt-Schule without permission.
- Any incident involving theft shall be reported to the headmaster, along with any known details of the case. Any student guilty of theft, or accessory to the act of theft will be liable for repayment. Any student knowingly in possession of stolen property, attempting to transfer stolen property, or in knowledge of the stolen property will be subject to disciplinary action.

Major violations

Schmidt-Schule has always been a place where usually no major violations of the school regulation take place. You will find the "Regulation on major violations" in the Appendix.

Administrative extended period

An administrative extended period is assigned by the subject teacher, class teacher or administration. It is a 45- or 90-min period at the end of the school day and begins after the regular classes of the student. Parents will be informed by the school. The student receives

class work during administration extended period. Students who fail to serve assigned extended periods will be assigned multiple extended periods.

School suspension

School suspension is a temporary exclusion of a student from school by the headmaster or any designee. The student will not be able to participate in or attend co-curricular activities during the period of suspension. School suspension is used when a student repeatedly fails to follow school rules or commits a serious act of misconduct. During the period of suspension, the parent and student should work together to resolve the problem. Parents and administrators have the opportunity to review the situation together. Unacceptable behavior has social consequences. Suspension separates a student from friends and social activities at school. It also protects the rights of other students to have education. If a student is suspended, she will receive two days of class work, for each day suspended. Work must be completed before she can return to school. Parents shall be notified by an official school letter regarding suspension. The written notice shall include a statement of the reason(s) for the suspension and the dates and duration of the suspension. When a student is suspended, the student is not allowed on campus.

Expulsion

Expulsion is the dismissal of a student from school. If prior disciplinary actions or parent issued counseling does not resolve the misconduct, a student will begin the process of expulsion, to occur during the current school term or the next.

Sequence of discipline procedures

The student is informed of their inappropriate action and encouraged to correct the behavior. She may have the opportunity to write and think about behavior (reflection). In general, consequences for not following disciplinary regulations are:

1. The 1st time: Note in Livetop.
2. The 2nd time: Note in Livetop.
3. The 3rd time: The class teacher invites the student and their parents for a meeting.
4. Depending on severity, possible next steps involve the Administration, followed by suspension or expulsion.

Although this is a typical sequence for behavior management, it is not an absolute. Each infraction is considered separately. Major violations proceed directly to the Administration for disciplinary action.

8.2 Latecomers

Students are considered late after 7:45 am. Until 8:30 am it is at the respective subject teacher's discretion when to admit the late student to her class. The reason is to avoid disruptions of lessons. Signs on the doors indicate that classes have started at 7:45 am.

Special rule for students from grades 1 to 5: The students who came late must do additional tasks at home.

Special rule for students from grades 6 to 12: The students who arrived late will have to stay back in the afternoon to complete additional assignments.

The teacher of the respective lesson, in which the student was late, will prepare an assignment, the student must complete after her regular school hours, supervised by a teacher or a social worker. Only after finishing the assignment, students are allowed to go home.

Through LIVETOP the parents will receive the message, if their daughter was late and that she has therefore to stay back.

8.3 Academic honesty

The Administration and faculty expect students to use genuine, sincere and fair methods to complete tests and academic tasks or projects from which evaluations regarding academic progress and grades are determined. An atmosphere which actively fosters academic honesty requires the active support of parents, students, and staff. It is, therefore, the responsibility of each individual to promote academic honesty.

Students, who seek to present the work or ideas of others as their own or use unfair methods to improve their grades will be judged guilty of academic dishonesty. Incidents of academic dishonesty are cumulative during a school year. Consequences for incidents of academic dishonesty will be determined based on the student's cumulative record.

Listed below are additional examples of academic dishonesty:

- Plagiarism: the intentional practice of taking someone else's work or ideas and passing them off as one's own.
- Obtaining or illegally accepting a copy of a test or test key.
- Giving or receiving test questions or answers to/from other students.
- Copying from another student's test or knowingly permitting another student to copy during a test.
- Using materials or means which are not permitted during a test.
- Having someone other than the student prepare the student's homework, paper, project, report or take-home tasks for which credit is given.
- Permitting another student to copy one's work or ideas.
- Engaging in any action intended to obtain credit for someone else's work.
- Impersonating another student to assist him academically.

Consequences

Faculty members have the responsibility to implement all of the procedures prescribed when a case of academic dishonesty is discovered. The teacher who discovers an act of academic dishonesty by one of their students shall:

Assign the student a zero grade for the assignment involved in the infraction. Telephone the parent and inform them of the infraction and referral. For second and subsequent infractions by the same student in any class, the headmaster will:

- Suspend the student for one day.
- Notify the staff member to assign a grade of “D” to the student’s conduct marks.
- Proceed with the removal of academic honors and privileges such as eligibility in the honors.

If the infraction is discovered by a staff member other than the student’s teacher, that staff member shall assist the classroom teacher in following the procedures described in the above situations. If the infraction involved theft or forgery, the student will be subject to additional disciplinary action.

8.4 School uniform

No student is allowed to change or add anything to this uniform. We want it to be the common feature that unites all our students and makes them easily identifiable. Please make sure that the students wear the correct uniform.

a) Components of the uniform

In Summer

- White socks with SSJ logo only.
- Grey dress with SSJ badge.
- Polo shirt (short sleeves) with SSJ logo.
- Black shoes / white trainers.

In Winter

- Dark grey / black tights.
- Grey dress with SSJ badge.
- Polo shirt (long sleeves) with SSJ logo.
- Red jacket with SSJ badge.
- Black shoes / white trainers.

b) Special uniforms field trip

The uniform for the field trips consists of the sport white T-shirt or the grey sweatshirt, long jeans, sport shoes, red jacket with SSJ badge and the field trip cap that has the SSJ logo.

c) Miscellaneous

- No jewelry is allowed whatsoever, except, if necessary, a simple chain and a small cross or a Qur’an as well as ear studs (only small ones in the ear lobe only) and inexpensive watches.
- Piercings are not allowed for all students. Fake eyelashes and make-up are not allowed at all.

- Students should dress as simple and tidy as possible without following fashion. No nail polish is allowed. Hair should be clean and tied as befits a student. No dyes or henna should be used.
- On days where there is a sports lesson, students come in their sport's attire underneath the grey uniform which is to be worn again upon the conclusion of the lesson.
- Chewing gum is not allowed at all in school.

8.5 Use of private tablets in school

No usage of private tablets from grade 1 to 9 (they are locked in and used like mobile phones).

In grades 10, 11 and 12 private tablets can be used as a notebook only if permitted by the subject teacher and for educational purposes if instructed by the teacher. Students and parents need to sign the consent form.

9. Appendix

9.1 Regulation on promotion (DIA-Stream)

1 Area of application

In the 12-year school system, secondary level I includes grades 7 to 10. This also applies to the 12-year school system, but grade 10 has a dual function here with a different focus: it is the last grade of secondary level I, but at the same time also the introductory phase to the upper secondary school level.

2. General guidelines

The promotion or non-promotion of a student is an educational measure. It serves to ensure that the individual student's personal learning development and school education are in line with the performance requirements of their grade level in accordance with the curriculum. The transfer decision is intended to secure the basis for learning progress in the next grade level, both for the individual student and for the entire class.

A transfer "on probation" contradicts this principle.

A "probationary" classification can be made for three months in special exceptional cases. After this deadline, the class conference decides on the final classification.

2.2 The transfer decision is made based on the student's performance throughout the school year. The grades of all compulsory subjects as well as the general development of the student's personality are taken into account in the transfer decision. In principle, all subjects are

important when assessing a student's performance, including those that are being phased out or are no longer compulsory in the next school year.

Subjects taught on an epochal basis are relevant for promotion and are marked on the certificate as subjects taught on an epochal basis (e.g. "Music satisfactory, 1st semester").

3 Procedural principles

3.1 At the end of the school year, the class conference as a transfer conference, chaired by the headmaster or a representative appointed by him, decides on the transfer of individual students.

3.2 The subject teachers determine the respective subject grade in good time before the conference. The grade is the result of a technical and pedagogical, evaluative overall assessment and is not calculated schematically. In particular, it must not only be based on the results of written tests, but must also take into account the performance from ongoing lessons and the quality of the oral contributions as well as the other learning success controls in an appropriate proportion.

3.3 All teachers who taught the respective student are entitled to vote. When voting, the simple majority decides. In the event of a tie, the headmaster (or the representative) decides; abstentions are not possible.

3.4 The results of the certificate and transfer conferences must be recorded. A transfer with compensation must also be noted in the protocol.

The decision not to transfer requires specific justification in the minutes of the transfer conference.

3.5 If there is a risk of transfer, the legal guardians will be notified in writing in a timely manner, at the latest 10 weeks before the end of the school year, stating the subjects in which the grades are not sufficient at this time. If notification has not been made, no right to transfer can be derived from this.

4 School career decisions

4.1 At the end of grade 6, the class conference makes an individual school career recommendation. The following criteria serve as a basis for this:

- The achievements and also the performance development, especially in the core subjects with a higher proportion of hours.
- The ability to express themselves linguistically and to abstract.
- Perseverance and willingness to put in effort in class and at home.
- The level of interest and commitment in the area of practical skills in lessons and, if necessary, in extracurricular activities.

5 Principles for the transfer decision

5.1 Sufficient or better performance in all subjects leads to promotion.

5.2 A student will also be transferred if the mark

a) is “5” in no more than one of the subjects German, Arabic, Mathematics, English and the inadequate performance is compensated for by at least mark “3” in another subject in this subject group or

b) is “5” in no more than one of the remaining subjects or

c) although “5” in one of the subjects German, Arabic, Mathematics, English and in one of the other subjects, the certificate shows a total of three subjects at least grade “3”, one of which is in the subjects German, Arabic, Mathematics, English. Only one grade that is at least grade “3” for the musical and artistic subjects and sports can be used for compensation.

d) although the performance in two of the remaining subjects is mark “5”, this inadequate performance is compensated for by at least three grade “3”, with a maximum of one in the musical and artistic subjects and sport.

5.3 The grade “6” in one of the other subjects must be compensated for by at least three grades “3”, one of which is in the subjects German, Arabic, Mathematics, English. Only a grade that is at least “3” for the musical and artistic subjects and sports can be used for compensation.

5.4 A grade of “6” in one of the subjects German, Arabic, Mathematics, English excludes a transfer. Compensation is not possible.

5.5 A transfer is also excluded if the performance is mark “5” in more than two subjects or mark “5” in one subject, “6” in another subject or “6” in two or more subjects.

5.6 If a student is reclassified to another type of school, the regulations of the respective type of school apply.

5.7 In special exceptional cases, a student can also be transferred if the transfer requirements could not be met for reasons for which the student is not responsible, but it can be expected that based on the performance and overall development of the student in the following class successful collaboration is possible. The transfer decision requires unanimity. A detailed justification must be recorded in the minutes. A transfer in such an exceptional case is excluded for the year of the graduation.

6 Performance in individual subjects that cannot be assessed

6.1 If the performance in a subject cannot be assessed for reasons for which the student is responsible, it is rated as “6”.

6.2 If the student is not responsible for the reasons for the lack of proof of achievement in a subject, the subject will not be graded and will not be taken into account for the transfer decision. The general principles in accordance with Section 2.1 must be considered.

7 Repetition of grades

The following principles apply to repeating grades:

7.1 As a rule, a year level may only be repeated once. The grade that follows the one repeated may not generally be repeated in the same type of school; If the student is not

promoted again, he or she will switch from the high school program (DIA) to the Tawjihi branch. The class conference decides on the classification.

7.2 If the student is not responsible for the reasons for the renewed lack of performance when repeating a grade or the following, the transfer conference can decide to remain in the relevant type of school.

7.3 At the request of the legal guardian and the decision of the school principal, a student in lower secondary school can voluntarily repeat a grade once. This does not affect a transfer decision that has already been made.

9.2 Regulations on major violations

The following list of rules is not intended to be all-inclusive, but rather exemplifies that type of misconduct, which is prohibited, and which will result in disciplinary action including suspension and/or expulsion.

Students assisting in or failing to report others in the following actions are also in violation and are subject to disciplinary action:

- *Insubordination* – The refusal to obey school rules and regulations or the refusal to obey directions or instructions of school personnel (administrators, teachers, secretaries, janitors, etc...) are acts of insubordination. Students who refuse to identify themselves, threaten a teacher, refuse to sign or take a referral to the headmaster's office, use profane/offensive language/gestures, or verbally abuse a staff member are insubordinate.
- *Attacks on School Personnel* – Threats (toward a person or property), verbal abuse, physical contact, or attempted physical contact will result in automatic suspension and possible expulsion.
- *Fighting* – Schmidt-Schule does not tolerate violence of any type because this is a serious threat to the safety of staff and students. Individuals or groups of students engaged in a physical confrontation will cease such action upon the immediate order of any staff member or additional discipline will be assigned. Faculty and staff may use reasonable restraint as needed to maintain safety for others and remove a student from the classroom/instructional area for disruptive behavior. Individuals responsible for organizing, inciting and/or perpetuating disruptive acts shall also be subject to disciplinary action. Students involved in fighting will be suspended up to 10 days and/or possibly expelled.
- *Possession, Use or Threatened Use of Weapons, Combustibles, Explosives, and Look-Alikes or Other Dangerous Objects, including Disabling Protective Devices* – Firearms, look-alike weapons, ammunition, knives, objects used as weapons, chemicals, chemical sprays, fireworks and laser devices are some of the dangerous objects prohibited regardless of intended use. Weapons and other dangerous objects will be turned over to the headmaster and parents will be notified. Students involved in weapons violations or threatening to use weapons will be suspended and/or expelled.
- *Controlled Substance Violations* (drugs, alcohol) – Any student who transfers and/or consumes drugs or who possesses drugs or is with other people participating in such activities will be suspended until further notice and will be recommended for expulsion. A student in possession of drug equipment shall be considered in possession of an illegal

drug when the item contains drug residue. She will immediately be suspended and referred to the headmaster with a recommendation for expulsion for the duration of the term.

- *Smoking and/or Possession of Tobacco/Lookouts for Smokers* – Students may not smoke, possess, transfer, or use tobacco and smoking materials, nor may they warn users on school premises, school buses, or at school sponsored events. Lighters and matches are also forbidden.
- *Academic Dishonesty* – Students engaged in academic dishonesty such as plagiarism, giving or receiving help during an examination, cheating, obtaining copies of tests or scoring devices prior to an examination, passing answers, copying another student's homework, or impersonating another student to assist her academically will be subject to disciplinary action.
- *Damage to School Property or Property of School Personnel* – School property includes books, supplies, equipment, or the school building. Damage due to misuse or vandalism (explained further below) will require full restitution.
- *Vandalism* – Any student found to be defacing the school or its property is subject to expulsion from Schmidt-Schule. Any destruction of school property that is committed on purpose will result in the student being dismissed from Schmidt-Schule for the remainder of the year. Some examples (but not limited to) of vandalism include:
 - Writing on walls, door, or lockers
 - Purposefully breaking desks
 - Kicking or punching holes in doors/walls
 - Carving/writing on desks
 - Purposefully destroying textbooks
 - Purposefully destroying lockers
- *Theft* – Any incident involving theft shall be reported to the head of school, along with any known details of the case. Any student guilty of theft, or accessory to the act of theft will be liable for repayment. Any student knowingly in possession of stolen property, attempting to transfer stolen property, or in knowledge of the stolen property will be subject to disciplinary action.
- *Forgery and False Phone Calls* – Forgery, alteration, as well as use, receipt or possession of school documents without proper authority are prohibited and are subject to disciplinary action. Students who falsify a phone call or recruit another person to call on their behalf are subject to disciplinary action.
- *Setting a Fire* – Any student who deliberately sets fire to school premises will be recommended for expulsion. The student or her family must pay for damages.
- *False Alarms and Misuse of Other School Safety Equipment* – Intentionally causing a false fire alarm or any other false and disruptive rumor or report is a serious offense and endangers the safety of students and employees. A student guilty of such an offense will be recommended for expulsion. The misuse of a fire extinguisher or any other school safety device without cause endangers the safety of students and employees.

- *Profanity/Disrespect* – Profanity, obscenity, inflammatory remarks, or the use of racial, religious, or ethnic slurs through gestures or language will not be tolerated. This includes threats of harm and intimidation. Harassment of any type, including sexual harassment (jokes or comments), in verbal or physical forms, is strictly prohibited and will bring immediate suspension.
- *Loitering* – Students may not be in unauthorized areas of the building or grounds at any time. No student may remain in the building more than 15 minutes after the school day ends, unless under the supervision of a staff member. If students are waiting for an activity, they must stay in the designated holding area. Any student not abiding by these rules will be subject to disciplinary action.
- *Trespassing* – Unauthorized presence on school grounds by students from another school constitutes trespass. Students suspended out of school are not allowed to attend any school function on or off campus. All unauthorized persons including those listed above are subject to immediate removal from Schmidt-Schule campus.
- *Unauthorized Use of Computers or Other School Property* – Students will not use computer equipment or other school property without supervision of the appropriate staff member. Schmidt-Schule computer equipment shall not be used to duplicate copyrighted material or to run unauthorized software. Students are not allowed to bring in computer software from outside the school for use in school computers. This includes games, program disks, and data disks. The Internet/network shall be consistent with the school curriculum, and all use of the Internet connection must be in support of education and/or research and be in furtherance of the School Administration's stated objectives.
- *Group Disruption* – All members of any group of students engaged in any activity such as picketing, boycotting, unauthorized meetings during school hours, or unauthorized use of school facilities will cease such action upon the immediate order of any staff member and be subject to suspension and expulsion from school. All members of any group of students engaged in any activity of a violent nature such as rioting, fighting or vandalism will cease such action upon immediate order of any staff member and be subject to suspension or expulsion from school. Any individual acting alone or as a member of a group who fails to cease a disruptive activity immediately upon the request of a staff member, will be removed from the activity. During such time that any disruption might occur, all students not at the scene of the disruption will be ordered to remain in the area in which they are located at the time of the disruption until the activity has ceased. Failure to abide by this order will subject any student to the same disciplinary action as that of the students involved in the activity.

9.3 Student Safeguarding Policy

1. INTRODUCTION

At Schmidt-Schule, we are committed to providing a safe, respectful, and nurturing environment for all our students and staff. As an institution serving the community of East Jerusalem, we understand our responsibility to uphold the dignity, rights, and well-being of every student entrusted to our care. This policy outlines our commitment to safeguarding and protecting minors, particularly in preventing abuse, neglect, exploitation, and discrimination. This policy is based on the Safeguarding Policy and Code of Conduct of the Assembly of the Catholic Ordinaries of the Holy Land.

2. PURPOSE OF THE POLICY

- To ensure the safety and protection of all students, particularly minors and vulnerable individuals.
- To establish clear standards of behavior for all staff, volunteers, and associated personnel.
- To create a culture of awareness and vigilance regarding safeguarding issues.
- To outline procedures for reporting and responding to concerns or allegations of abuse.
- To foster a supportive environment that promotes the physical, emotional, and psychological well-being of every student.

3. SCOPE OF THE POLICY

This policy applies to all members of the school community, including:

- Teachers and administrative staff.
- Volunteers and external service providers.
- Parents, guardians, and visitors involved in school activities.
- Students, with age-appropriate guidelines and expectations.

4. KEY PRINCIPLES

- Respect and Dignity: Every student is entitled to be treated with respect and dignity, reflecting their intrinsic value as individuals.
- Prevention of Harm: Proactive measures will be taken to prevent any form of abuse, neglect, or exploitation.
- Student-Centered Approach: Decisions and actions will prioritize the best interests of the student.
- Confidentiality: Sensitive information will be handled with care and shared only with relevant parties when necessary to ensure safety.
- Accountability: All personnel are responsible for adhering to this policy and reporting safeguarding concerns.

5. ROLES & RESPONSIBILITIES

At Schmidt-Schule, safeguarding and promoting the welfare of students is a shared responsibility. All staff play a vital role in ensuring a safe and supportive environment. The following outlines key responsibilities:

Principal & School Management

Ensure the school complies with all legal and statutory safeguarding requirements.
Approve and review the safeguarding policy annually.
Foster a culture of safeguarding across the school.

Designated Safeguarding Staff / Social Workers

Take lead responsibility for student protection and safeguarding concerns.
Act as the main point of contact for safeguarding issues within the school.
Liaise with external agencies, including local safeguarding partners and social services.
Ensure staff receive regular safeguarding training and updates.

All Staff

Be vigilant and report any safeguarding concerns immediately.
Follow the school's safeguarding policies and procedures at all times.
Complete safeguarding and student protection training as required.
Create a safe environment by promoting the well-being and dignity of all students.

Parents & Carers

Work in partnership with the school to support the safety and well-being of the students.
Report any concerns about a student's welfare to the school.
Support the school's safeguarding policies and procedures.

Students

Be aware of their right to be safe and supported within the school.
Speak to a trusted adult if they feel unsafe or concerned about themselves or others.
Follow school policies regarding respectful and responsible behavior.

6. DEFINITION / KIND OF ABUSE

The policy addresses the following kinds of violence (any destructive act that causes physical, psychological, sexual, financial suffering, or neglect, whether on purpose or by accident, or depriving an individual of their basic needs):

Physical abuse: such as (but not limited to) beating, burning, slapping, punching, stabbing, violent shaking, restraining, pulling, whipping.

Psychological abuse, including verbal abuse and including (cyber) bullying: threats, intimidation, humiliation, isolation, neglect of psychological needs, ridicule, deprivation of affection, and failure to show care.

Sexual abuse: Exploitation for the purpose of satisfying the perpetrator's desires or relieving their sexual urges through caressing, touching, kissing, fondling, undressing, exposing parts of the body, touching the genital organs, or through complete sexual intercourse

Financial abuse: Exploiting students for financial gain.

Neglect and Abandonment: Failure to provide food or healthcare, isolation.

7. CODE OF CONDUCT

All staff must:

- Maintain professional boundaries and appropriate relationships with students.
- Avoid being alone with a student in a private or unobservable setting.
- Avoid excessive physical contact and respect each other's safe space.
- Use communication tools responsibly, avoiding private and non-professional exchanges with students.
- Obtain parental consent for all activities involving students, including media use and off-campus trips.
- Refrain from discriminatory, harmful, or abusive behavior in all forms.
- Observe students attentively at all times during supervision duties.

8. PREVENTIVE MEASURES

Schmidt-Schule has various preventive measures in place such as:

Awareness

- Students will be educated on their rights and empowered to voice concerns safely.
- Raising awareness in terms of appropriate usage of phones (lectures for students and parents) to avoid cyber bullying
- Age-appropriate and culture-appropriate sex education of students
- Parents will be engaged in promoting safeguarding measures and are informed of relevant policies.

Human Resources Policies / Professional Development

- Background checks / reference checks of newly hired staff.
- Employing staff members specialized and trained in safeguarding and ensuring wellbeing of students (currently two social workers, a Deacon and a nurse).
- Police record checks of male staff on an annual basis.
- All staff will receive regular training on safeguarding policies, signs of abuse, and proper reporting procedures.
- Organizing professional development courses in term of safeguarding matters for social workers.

Facilities

- Classroom doors with windows to ensure appropriate interactions
- Surveillance cameras in corridors.
- Protected school compound with doorkeeper and camera surveillance at the school entrance.
- Teachers displaying presence and attention during their supervision duties.

- Offer healthy snacks at the school's cafeteria and raising awareness of healthy living conditions (nutrition, hygiene, exercise, mental health) – in future, a zero-sugar policy might be introduced.

Procedures & Projects

- Complaint Management procedure defined in teacher-parent handbook.
- Interventions by social workers, among others implementing projects and initiatives addressing safeguarding matters (e.g. school climate, SEL, etc.).
- Conducting weekly social and support meetings with the School Management, social worker and support teacher to identify students at risk and introduce measures.
- Cooperation with the social welfare office of the city of Jerusalem.

9. REPORTING MECHANISM

Process

Any suspicion, disclosure, or evidence of abuse must be reported immediately to the social worker or any member of the School Administration. Victims will receive necessary medical, psychological, and emotional support. After receiving the information, the main priority is providing the victim with the needed support or referral. The Social Worker in cooperation with the School Administration will promptly make the necessary referrals for the required services (medical, psychological, legal, etc.) as appropriate and fitting to the complaint. The complaint receiver should file a report within 24 hours that is as detailed as possible, containing all relevant information (for example time, date, location of the incident, details of the persons involved, description of the incident) to accurately evaluate the facts.

After gathering information pertaining to the incident, the next step includes assessing the credibility of the claim. In some cases, additional information must be collected to determine whether a claim is credible. Once the complaint is confirmed to be credible, the School Administration will appoint an official to investigate the matter professionally and confidentially.

The appointed investigator conducts the necessary investigations and upon completion of the investigation, the investigator will share the findings and recommendations which will be taken into consideration for the School Administration to decide on the final appropriate and proportionate action to be taken.

Accused individuals will be informed of allegations promptly and treated with fairness, maintaining the presumption of innocence until proven otherwise.

Anonymous Reporting

Channels for anonymous reporting are available (via letter to the school's P.O address or via email to any email address mentioned on the school's website) to enable disclosure without fear of retaliation. Anonymous complaints will be handled cautiously and appropriately addressed to determine if there is enough information to clarify the issues, substantiate the claims, and properly investigate the allegations. One need to be aware that disclosure may be challenging in some situations, or the reporter wants to keep their identity unknown.

Cases requiring intervention will be reported to relevant authorities in compliance with local laws. All reports will be recorded securely, ensuring confidentiality.

10. MONITORING AND REVIEW

The safeguarding policy will be reviewed annually or as required to ensure its effectiveness and compliance with local regulations. Feedback from the school community will be incorporated to improve safeguarding practices. This Safeguarding policy will be included in the teacher-parent-handbook (Appendix). It is to be signed by all staff.