



INTERNATIONAL SCHOOL
DELFT

SECONDARY

SCHOOL GUIDE 2019-2020



WELCOME TO INTERNATIONAL SCHOOL DELFT - SECONDARY

It is with pride that we present the school guide of International School Delft - Secondary. It is our first one, and we trust that many of these will follow in the years to come.

International School Delft was launched in 2014 as a small international primary school with fewer than 10 children and is governed by the Board of the Laurentius Stichting. The primary school celebrated its 5th birthday in March 2019 with over 170 students.

Earlier in 2019, the Board of the Stanislascollege Westplantsoen was granted approval from the Ministry of Education to expand the international education on offer in the Delft region into a secondary school.

The two school Boards share the strong ambition to create a vertically-aligned International Baccalaureate (IB) school for Primary and Secondary Education, with a focus on inquiry-based learning and closely linked with TU Delft.

With the launch of the Secondary school, we are well under way in the process to become an authorised IB Middle Years Programme (MYP) school.

The school guide informs parents, students and stakeholders about the IB MYP, about teaching and learning at the school as well as our organisation. The school guide also contains all sorts of practical information, particularly relevant for parents and students.

The school guide will be available in a digital format and, where necessary, be updated during the year. While concentrating on the learning and well-being of our students, our team is ready for an inspiring and joyful school year.

Jaap Mos



Director

Contact details

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2613 VZ Delft
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admin@internationalschooldelft.org
www.internationalschooldelft.org

Staff can be contacted by using the email address of the staff. There is a list of staff and their emails on [page 29](#)

Illness

When parents/guardians wish to report a student absent for the day due to illness, this should be before the start of the first lesson: +31 (0)15 285 00 38, press 1





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1. SCHOOL PHILOSOPHY

1.1 SCHOOL PROFILE

The International School Delft (ISD) is an international school which aims to provide education in English as language of instruction, to students aged 4 - 19. The school is an IB World School.

At Primary, the International Baccalaureate Primary Years Programme (IB PYP) is taught. As per August 2019, the Secondary will be starting with the International Baccalaureate Middle Years Programme (IB MYP) in the years MYP 1 and MYP 2.

The Primary is an accredited PYP school, the Secondary will be pursuing authorisation and is currently acquiring candidacy status.

The International School Delft, uniquely located in the historic town of Delft and with a close connection to the Technical University will foster innovation, design and technology.



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1.2 MISSION AND VISION

With the extension of the Secondary school the whole school mission and vision will be under review. The mission and vision will be related to the ambition statement for the school and include the stakeholders views. The mission will be aligned with the IB mission and the IB learner profile.

[For further information, please click to open the Ambition Statement \(pdf\)](#)

1.3 THE INTERNATIONAL BACCALAUREATE

The International Baccalaureate offers an education for students from age 3 to 19, comprising of 4 programmes that focus on teaching students to think critically and independently and how to inquire with care and logic. The IB prepares students to succeed in a world where fact and fiction, merge in the news, and where asking the right questions is a crucial skill that will allow them to flourish long after they've left our programmes.

We are supported by IB teachers and coordinators who develop and promote the IB's curriculum in almost 5,000 schools globally every day, in over 150 countries around the world. (www.ibo.org)

The International Baccalaureate (IB) Middle Years Programme (MYP) has been chosen as the framework for the curriculum at ISD Secondary. IB schools are schools that share a common philosophy — a commitment to high quality, challenging, international education that International School Delft believes is important for our students.

Children from an internationally mobile family, studying the IB, can be confident that their learning can be successfully continued in other IB schools around the world if the family moves to a new location.

More information about the programmes: www.ibo.org



1.3.1 IB Mission Statement

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

1.3.2 The IB Learner Profile

Central to the IB programmes, is the learner profile, which includes ten positive characteristics that will support students in being successful both during and beyond their school careers. The aim of all IB programmes is to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.



Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives (intellectual, physical and emotional) to achieve well-being for others and ourselves. We recognise our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

[More information about the programmes: www.ibo.org](http://www.ibo.org)



2. INTERNATIONAL SCHOOL DELFT

2.1 GOVERNANCE

International School Delft is governed by two co-operating school boards:

- the Laurentius Stichting is the board of 28 primary schools, including the ISD - Primary, and 1 school for 'praktijkonderwijs' in the Haaglanden region.
www.laurentiusstichting.nl
- the Stichting Lucas Onderwijs is the board for 79 primary and secondary schools, including the ISD - Secondary, in the Haaglanden region.
www.lucasonderwijs.nl

The two boards work in close co-operation to carry out their board responsibilities for the two divisions of ISD. It is their ambition to consider ISD as one school, where possible.

ISD is partly state-funded and for the quality and provisions of its educational programmes accountable to the Dutch Ministry of Education.

State-funded International Schools in The Netherlands are all affiliated with a regular school. Through the Laurentius Stichting, ISD - Primary is affiliated with a Dutch primary school in Delft. Through the Stichting Lucas Onderwijs, ISD - Secondary is affiliated with Stanislascollege Westplantsoen, a Dutch secondary school in Delft.



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2.2 SCHOOL LEADERSHIP

The leadership team of ISD consists of the leadership for the primary school and the leadership for the secondary school. Each of them has the responsibility for their own school, whereas the team as a whole is responsible for whole-school development.

Secondary School Leadership team

- Jaap Mos
Founding Director
j.mos@internationalschooldelft.org
- Minke Veeneklaas
Deputy Head / MYP coordinator
m.veeneklaas@internationalschooldelft.org

2.3 DUTCH INTERNATIONAL SCHOOLS ASSOCIATION

ISD is a member of the Dutch International Schools (DIS), a group of primary and secondary schools providing international education with the aim to serve the international community in The Netherlands. As a professional network, DIS schools co-operate in areas of e.g. quality management and professional development of staff.

The DIS schools originate from a Dutch government initiative and were established to offer state-(co) financed educational provisions to meet the needs of the international community. The state subsidy allows the DIS schools to offer high-quality international education at affordable fees.

More information: www.dutchinternationalschools.nl

2.4 PARTNERS IN THE COMMUNITY

ISD aims to be a link between the international and local communities of Delft and, as such, develops links with other schools, both international and national, in the region. These links include cultural activities (such as music or art) and sporting activities.



3. CURRICULUM AND LEARNING

3.1 LEARNING AT ISD

Learning at the ISD is inquiry-based and student-focused, where students construct their own understanding of global concepts. The curriculum is engaging, relevant, significant and challenging for our students and based on thorough and ongoing assessment. The curriculum is taught through the principles of the IB Middle Years Programme (MYP).

3.2 MIDDLE YEARS PROGRAMME

The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP is academically rigorous.

It emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement - essential qualities for young people who are becoming global leaders.

An MYP student will work towards acquiring the learner qualities outlined in the IB Learner Profile. The programme is built upon the framework of the MYP



programme model.

Key in this model are the global contexts, concepts and approaches to learning.

Distinctive features of the MYP are:

- Teaching and learning are based on inquiry, action and reflection.
- Learning is centred on the understanding of key concepts or big ideas in global contexts. The key concepts, and related concepts, provide breadth and depth within and across the different disciplines, while the global contexts support international mindedness and global awareness.
- Approaches to learning (ATL) is a set of skills that are developed across all subjects. The aim is to acquire relevant skills that support learning across the curriculum and for the student to be better able to manage his/her own learning both independently and with others.
 - Service as Action is a required component of each year of the MYP. Students engage in activities that build connections between what they learn in the classroom and the communities outside. The students are guided in their service activities to ensure that the activities are age appropriate and offer a challenging learning experience.

3.3 SUBJECTS IN THE MYP CURRICULUM

At the International School Delft, MYP students will study the following subject areas in MYP 1 and 2 in 2019-2020.

Note: as the school expands, with the addition of MYP 3, 4 and 5, the courses offered will be diversified.

Language and Literature

The school offers English and Dutch as Language and Literature courses. The school encourages, in compliance with the IB philosophy, students to keep up their home language. This can be done through mother-tongue after-school groups which are initiated by parents with the support of the school.

Language Acquisition

This subject group is known as the modern foreign languages. For students who are not first English language learners, English Language Acquisition will be offered. These students may also receive additional support if needed.

Dutch will also be offered as an Acquisition language.

In MYP 2, students will be offered Spanish.

Mathematics

In the MYP 1 and 2, the levels will be integrated but differentiation within the group may take place.

Integrated Sciences

In MYP 1 and, 2 an integrated science course is offered covering a variety of topics such as biology, physics, chemistry. In MYP 4, the school will make the choice to offer separate options in preparation for the Diploma Programme.

Individuals and Societies

An integrated programme will be offered in the first 2 years of the MYP. This course will cover subjects such as Geography, History and Global Citizenship.

Design

Design is offered at ISD as an integrated subject including a variety of design disciplines. Strong connections with the TU Delft and Design-thinking experts will provide a strong design aspect in the curriculum.





Arts

The school will offer an integrated course of visual arts and performing arts over the course of the five years of the MYP. In the first years, the emphasis will be on the Visual Arts.

Physical and Health Education

This is an integrated course for MYP 1 and MYP 2 and will be extended for all 5 years. The programme will incorporate theory, indoor and outdoor sports activities.

Mentor Hour

In addition to the curriculum subjects, ISD aims to support students in acquiring skills they need to manage their lives personally and socially. Topics such as healthy lifestyle, digital citizenship and approaches to learning will be covered.

Allocated time for subjects for 2019-2020

Subject	Lessons per week	Clockhours
Language Literature	4	3
Language Acquisition	3	2,25
Mathematics	4	3
Integrated Sciences	4	3
Integrated Humanities	4	3
Design	3	2,25
Arts	3	2,25
PHE	3	2,25
Mentor Hour	2	1,5

3.4 LANGUAGES

All staff at ISD are responsible for the language development of our students. Competence in more than one language is central to learning at ISD. Lessons are given in English and, as is common in international schools, for the majority of our pupils, English is not their first or even second language. The support and teaching of English Language Learners (ELL), therefore, has great emphasis at ISD.

At ISD, class sizes are small and teachers have experience of teaching ELL within the main classroom. Keeping students in the main classroom, whenever possible, ensures student do not miss out on curriculum entitlement. Additionally, specialist ELL support outside the classroom is available when deemed appropriate.

Dutch is also taught to enable ISD students to integrate with the local host-country community. Teaching of Dutch is offered at different levels: Language and Literature Dutch (for native or near native speakers) and Language Acquisition Dutch (for all other students).

Home-language learning is strongly encouraged to enable students to maintain their cultural heritage and identity. Maintaining high levels of home language is also a feature of high cognition and is a key determinant in the development of international-mindedness. A home-language library is planned for the school and we encourage families to share and exchange their own resources.



We also strongly encourage families to maintain their home language in order to strengthen students' general language development.

3.5 PERSONAL, SOCIAL, PHYSICAL AND HEALTH EDUCATION

Physical and Health Education is taught as a subject in the MYP programme by a dedicated physical education teacher in the school. The Personal and Social education of all our students is the shared responsibility of all members of staff and is explicitly taught using the approaches to learning, the learner profile and the restorative practice approach. Personal and Social Education will also be taught in the mentor hour with an assigned mentor. Using the learner profile and the restorative practices approach, we create a school climate and culture whereby all members feel safe, secure, valued and are able to achieve their full potential.

3.6 ASSESSMENT AND REPORTING

Assessment carried out by students and teachers is an integral part of successful teaching and learning. The main purpose of assessment is to support and encourage student learning by providing feedback on the learning process, and to enhance and improve the teaching process.

Assessment aims to guide students in essential elements of learning:

- Acquisition of knowledge
- Understanding of concepts
- Mastering and transferring skills
- Developing critical thinkers
- Promoting a deep understanding of inquiries made in the real world contexts.

Assessment is both formative and summative. It provides a tool for tracking student progression and reflection on the learning process.

MYP subject-specific criteria

Each subject assesses with the use of subject-specific criteria. Each subject has 4 different criteria where students can receive a maximum achievement level out of 8. Explanation of the criteria will be provided to the students by the subject teacher. The criteria will be visible in all tasks. All assessments will be marked against one or more criteria. The teachers will provide feedback on the criteria levels so that students will understand why they received a certain level. All subjects assess each criterion at least twice in a school year. For more information about the MYP subjects, please visit the IBO website and consult the subject outlines provided at the beginning of the year.

3.7 REPORTING PROGRESS OF STUDENTS

Parents are encouraged to maintain a close dialogue with their child's teacher in order to enable them to actively support their child's education. However, there are 3-4 times in the school year when the student's progress is reported to parents, written and orally:

1. October/November: First progress report published via Managebac and a student-led Parent-Teacher Meeting – an opportunity to find out how your child is settling in at school.
2. January: Mid-Year Report – a full report with criteria levels on student progress.
3. February: Student-led conference Parent-Teacher Meeting – opportunity to meet with teachers to discuss student progress.
4. April: Full report via ManageBac.
5. July: Final Written Report – the end of year report on progress achieved.

3.8 SERVICE AS ACTION

Every school around the world that teaches the Middle Years Programme (MYP) expects its students to become involved with their communities – an involvement that benefits both parties. At ISD, Service as Action will be a vital element for the students and embedded in the curriculum.

What is Service as Action?

Service as Action encourages students to participate in activities that make a positive difference to the lives of others and to the environment. Action is taken in service with others. Service as action arises from the curriculum. Learning about important issues, informing others, engaging in advocacy, organizing and taking individual and collaborative action are all forms of service as action. Action is followed by reflection, where students consider the impact of their actions on both the community and their own development.

www.ibo.org



The IBO states the following

Action will be different from student to student and from context to context. It will teach students to:

- feel empathy towards others
- make small-scale changes to behaviour
- undertake larger and more significant projects
- act on one's own
- act collaboratively
- take physical action
- suggest modifications to an existing system for the benefit of all involved
- persuade people in more influential positions to act.

Service for and with others

Service activities go beyond doing for others. These activities engage students with others in a shared commitment towards the common good. Meaningful service requires the understanding of a central issue, such as poverty, literacy or pollution; and the issue proves the need for the service. Additionally, meaningful service involves interactions with others, which establishes students' understanding of the rights and respect of everyone involved. This develops the students' ability to have open, clear, and collaborative communication with the community and/or individuals concerned.

With appropriate guidance and support, students will:

- become more aware of own strengths and areas for growth
- undertake challenges that develop new skills
- discuss, evaluate and plan student-initiated activities
- persevere in action
- work collaboratively with others
- develop international-mindedness through global engagement, multi-lingualism and intercultural understanding
- consider the ethical implications of their actions.

3.9 BEHAVIOURAL GUIDELINES FOR INTERNATIONAL-MINDEDNESS

ISD has high expectations of students, staff and parents to help ensure all members of our school community feel safe, secure and valued. All parts of the school community have their role to play to ensure ISD fulfills its role to successfully educate responsible and internationally-minded citizens of the future. Our behaviour policy has been developed, based on the principles of restorative practices. At Secondary, a student charter will be developed together with students to ensure the student involvement in developing a secondary behaviour guidelines. More information on how we deal with behaviour and bullying in school will be in our behaviour policy.

4. GUIDANCE AND SUPPORT

4.1 SPECIAL NEEDS

ISD is an inclusive school intended to serve the whole of the international community in Delft. As such a school we hope we can meet the educational needs of all students. Students with specific educational, physical, emotional or social needs are always considered. The MYP curriculum offered is of high quality and academically rigorous. Where possible, differentiation and support can be put in place for students to be successful.

ISD is part of Samenwerkingsverband VO Delflanden. The school will develop a school support plan in collaboration with different external organisations and with specialist therapists to meet a range of specific needs. These services are usually at additional costs to parents.

4.2 SCHOOL COUNSELLOR

ISD does not have a school counsellor. All teachers, in accordance with our Behaviour Policy and our belief in Personal, Social, Physical and Health Educations, offer student guidance as and when needed. The school is also able to call on support services from the Samenswerkingsverband, Team Jeugd or Wippolder Medical Centre to support students in the school when needed.

4.3 MEDICAL AND HEALTH ORGANISATION

The youth health department (JGZ - Jeugdgezondheidszorg) of the GG&GD Zuid-Holland represents all children in Delft and surrounding areas, along with their parents and guardians. They form a team of doctors, nurses, doctors' assistants, pedagogues, social workers and speech therapists. They specialise in the development of children from 9 months to 19 years. The JGZ expects all children up to the age of 19 to attend screenings during the period of their education.

The GGD team connected to IS Delft is composed of the following medical staff:

- School Doctor
- School nurse

If you have any questions or worries about the health or development of your child, you are always welcome to contact the Jeugdgezondheidszorg.

Jeugdgezondheidszorg Zuid-Holland West

telephone (+31) (0)88 054 99 99 (Monday to Friday 8:30 - 17:00)

e-mail info@jgzzhw.nl

website www.jgzzhw.nl



5. ORGANISATION

5.1 LEADERSHIP

ISD leadership includes the Director and the Deputy Head, currently the MYP coordinator's role is part of the Deputy Head of School's responsibilities. For further reference see School Leadership under [2.1 Governance](#).

5.2 STAFF PROFILE

Staff appointed to International School Delft are well-qualified professionals committed to international education and to International School Delft's ethos and mission. All staff actively subscribe to the educational philosophy of International School Delft and its role in the local and wider community.

Teaching staff have sound academic qualifications in their area of expertise.

International School Delft aims for a diversity of nationalities in its staff team and particularly seeks staff with a passion to commit themselves to the development of the school and to teamwork. All staff should demonstrate a commitment to the school as a learning and living community. A full staff profile can be provided by the school leadership team.

5.3 SCHOOL DAY AND TIMETABLING

The day at secondary starts at 8:30. The day ends at 15:00 on most days.

The school building will be open for students from 8:00 in the morning to 16:00 in the afternoon.

The students may start and finish at different times according to their allocated timetable. The timetable, and thus the end time, may vary per the day of the week.

The timetable is based on 45 minute lessons.

Outline of a day

Period	Time
1	8:30 - 9:15
2	9:15 - 10:00
Break	10:00 - 10:20
3	10:20 - 11:05
4	11:05 - 11:50
5 / Lunch	11:50 - 12:35
6	12:35 - 13:20
7	13:20 - 14:05
Break	14:05 - 14:20
8	14:20 - 15:05
9	15:05 - 15:50

5.4 INFORMATION TECHNOLOGY (IT)

ISD is committed to using technology and innovation throughout the school. This will not only enhance learning during lessons, but allow students to develop IT skills that will help them in all areas of the curriculum. Classrooms have interactive smart boards that will allow class and group teaching.

The secondary school has a one to one laptop policy. Each student will use their laptop as a tool for learning inside and outside the classroom. Software and digital tools such as Google Classroom, Managebac are used to ensure that each and every student will benefit from all learning which is taking place.

Discrete IT skills are taught to allow students to become independent and confident learners. The inquiry-based approach from the MYP is enhanced with the use of technology, and we encourage students to approach their use of technology with confidence and responsibility.

5.5 SCHOOL PREMISES

The new secondary school is temporarily accommodated in an existing building in Delft, in the immediate proximity of Stanislascollege, allowing for joint activities with Stanislas students.

The building has been reconverted into an attractive learning environment with all the facilities required for the MYP inquiry-based and investigative learning, such as a science lab, a design space, drama studio, a media resource centre and a central lounge where students can socialise and work together.

This building allows for initial growth and can accommodate up to 150 students.

Plans for a permanent new building, to be located near the primary school, are already under way. The new building will be designed around the school learning concept and will be able to accommodate 450 students.

We expect students to remain on the school premises from the start of their first lesson till the end of their last lesson. They may not leave the premises during the day unless with permission or under supervision from a staff member.



5.6 SCHOOL HOLIDAYS 2019/2020

For Secondary, school starts on 5 September 2019.

21 October-25 October	Half Term-Autumn Break
28 October	Staff study day <i>no school for students</i>
20 December-03 January	Winter Break
06 January	Staff study day <i>no school for students</i>
24 February-28 February	Half Term- Spring Break
02 March	Staff study day <i>no school for students</i>
10 April	Good Friday
13 April	Easter Monday
27 April- 08 May	Half Term- May Holidays
21 May- 22 May	Ascension Day Holiday
01 June	Whitsun Monday
17 July	Official Last Day of School



5.7 DAILY ORGANISATION – PARENTAL AND STUDENT EXPECTATIONS

ISD warmly welcomes the involvement of parents in the life of the school. We are a small community school and daily contact with parents is important to ensure close communication between home and school is established.

Communication

- Any family changes of address or contact details should be made known to either the school offices in person, in writing or via email - admin@internationalschooldelft.org
- Leave of absence request forms should be submitted at least two weeks in advance of the dates requested. You are expected to include a reason for the request that complies with the leave of absence regulations as explained further in this section.
- If students need to leave school before the end of the day, or are going to arrive late, permission should be requested in advance. Departure or arrival should be with as little disruption to the rest of the class as possible, so preferably between lessons or during a break.
- If a student is sick, the parent needs to let the school know by phone or email before the start of the school day (admin@internationalschooldelft.org)
- If a student is sick at school and needs to go home, the parents will be contacted by the Administration before allowing the student to go home.



Courtesy

- You are responsible for ensuring that all required payments are made on time using the prescribed procedures.
- Electronic equipment such as games machines should not be brought to school. Mobile phones are to be switched off during lessons and on silent in breaks. The school will not be held responsible for any damage or loss.
- The students should be in the school at least five minutes before the given starting time so that they can be ready when the lesson starts.
- Students may not leave the school grounds during their school day unless permission has been given by a member of staff.

5.8 LUNCH TIMES

Students eat lunch in the joint space or outside. There will be supervision in this area during lunch times. Students bring their own snacks and lunch. The secondary school does not have a canteen as yet.

5.9 PERSONAL STORAGE FOR STUDENTS

Students will be provided with a locker at the beginning of the year. This is their personal storage place for their books, bags and valuables.

Students will receive a list of equipment and materials they need in class at the beginning of the year.



5.10 CLOTHING

Students are required to wear sensible clothing for school. We ask students, staff and parents to be respectful and understanding towards other cultures when making their choices for clothing at school. For safety reasons, we would like students to wear closed shoes in the sciences labs.

A PHE kit will be needed for the PHE lessons. More information about this will be provided at the beginning of the school year.

5.11 COMMUNICATION CHANNELS

Information on what goes on in school is communicated through the school's newsletter or on the website. The school calendar may be found on the school website: www.internationalschooldelft.org

For information on how to contact a staff member see section on Staff contact.



5.12 SCHOOL ATTENDANCE AND COMPULSORY EDUCATION

When living in The Netherlands, it is the legal duty of any parent to ensure that any children aged 5 or above are registered with a school and attend full-time education.

In The Netherlands, it is difficult to arrange leave outside normal school holiday periods and then only in very special circumstances. Any special leave may not exceed 10 school days and an official leave request form must be completed and submitted to the school. This leave will not be granted in the first two weeks of the school year. Should parents take their child/children out of school without permission, the school has the legal obligation to report this to the Leerplicht Ambtenaar (Compulsory Education Officer), who, in most cases, will take legal action.

Submitting a Request for Leave of Absence

Request forms can be downloaded from the school website or collected from the school office. When completed, the request form should be handed in at or sent to the office at least four weeks prior to the requested dates.

Punctuality and Presence

Being on time and ready for class is essential for good learning. Students need to be in school 5 minutes prior to the start of the school day. Anyone arriving after the start of the school day is considered to be late. An initial warning will be given, with frequent lates, parents will be informed and there will be consequences for the student. Should the situation not improve, parents and student will be invited to a meeting with the Head of School to discuss the matter.

Following this, if the situation still does not improve, the school is legally obliged to inform the Leerplicht Ambtenaar who can take legal action which normally results in a fine for parents.

If a student is unexcused absent, parents will be informed. If a student has a pattern of frequent unexcused absences, the school is legally obliged to inform the Leerplicht Ambtenaar.

If a student has frequent absences due to illness, the school will discuss this with the parents and, if necessary, inform the school doctor.



5.13 COMPLAINTS

Whenever you have concerns, questions or complaints you are always welcome to discuss these so that we can reach a solution together. You should first discuss these with your child's class teacher. Such issues usually require the full attention of the teacher, so a meeting should be scheduled at a time that does not interfere with the teacher's preparation or other scheduled meetings. If this does not resolve the situation you can contact the Head of School or Deputy Head of School.

Each parent or each child can also speak in confidence to the Internal Confidential Person if they have a problem that they feel uncomfortable speaking to the teacher or school leadership about. Further discussions or steps can only be taken with the parent's permission. See staffing list for contact details.

For complaints that cannot be resolved by the teacher, school management, Internal Confidential Person (vertrouwenspersoon), the school leadership or the board, there is a nationwide complaints commission Stichting Geschillen Commissies Bijzonder Onderwijs.

Stichting Geschillen Commissies Bijzonder Onderwijs

Postbus 82324, 2508 EH Den Haag

telephone (+31) (0)70 386 16 97

e-mail info@gcbo.nl

website www.gcbo.nl

Official complaints procedure

A complaints regulation is a legal requirement. The complaints regulation may be obtained from the school administration and an example is available on the foundation's website <https://www.lucasonderwijs.nl/over-ons/organisatie>. The first point of contact for any complaint is the Confidential Person. Information about this can be found on the website above.

On the basis of this complaints regulation, in addition to writing to the legal authority, it is also possible to submit your complaint to the Stichting Geschillen Commissies Bijzonder Onderwijs (National Complaints Committee):

5.14 PARTICIPATION COUNCIL - MEDEZEGGENSCHAPSRAAD (MR)

A Participation Council will be established in accordance with the Law on Participation in Schools (WMS).

6. ADMISSION

Students may qualify for a place at the International School Delft if:

- a. the student has a non-Dutch nationality/is a foreign passport holder and one of the parents/legal guardians is employed in The Netherlands; or
- b. the student has Dutch nationality and has lived and attended school abroad for at least two years because one of the parents/legal guardians was working abroad;
- c. the student has Dutch nationality and has a parent/legal guardian (with whom the student will be living) who will be posted abroad within two years and for at least two years (this should be supported by a written statement of intent by parent or employer).

The school programme (IB Middle Years Programme) should be appropriate for the student's needs and have places available. In 2019-2020 Year, MYP 1 and 2 will be open to students who are able to follow the IB MYP curriculum, supported by previous school reports, personal interviews, details of any Special Educational Needs and contact with previous school.

Please refer to the school admissions policy which can be downloaded from the ISD website.



7. STUDENT REGISTRATION AND FINANCIAL MATTERS

7.1 STANDARD TERMS AND CONDITIONS

On our website (www.internationalschooldelft.org), you will find the most up-to-date version of the standard terms and conditions, this document explains eligibility, fees and the process of registration and application.

7.2 ACCIDENT INJURY INSURANCE

The school has a collective accident injury insurance. It provides for limited cover in case injuries are not covered by the student's own insurance. It applies to accidents incurred on the way between home and school, as well as in the course of activities organised by, and/or under the responsibility of the school. Please note that damage incurred to the school's and/or the student's personal property is not covered by the school insurance company.



8. QUESTIONS ABOUT THE DUTCH SCHOOL SYSTEM

For general information about the Dutch school system please consult the links below. Alternatively, please contact the school and our staff will endeavour to answer your questions.

The Ministry of Education, Culture and Science

www.minocw.nl/English/index.html

NL Government

www.government.nl/issues/education

Holland Expat Centre

www.hollandexpatcentre.com

For further information (in Dutch), please see the parent information site:

www.5010.nl



9. CONTACT DETAILS

9.1 CONTACT AND ADDRESS

address

Colijnlaan 2
2613 VZ Delft

telephone Number

+31 (0) 15 285 00 38 , press 1

email address

admin@internationalschooldelft.org

website

www.internationalschooldelft.org

Contacting Staff

Staff are best approached via email or in urgent cases by calling the school general number.

Staff email address can be retrieved by using the firstnameinitial.lastname@internationalschooldelft.org

Please be aware that staff may not be able to respond immediately but will aim to do so within 48 hours of a working day.

9.2 STAFF LIST

Leadership team

Jaap Mos	Founding Director
Minke Veeneklaas	Deputy Head, MYP Coordinator and Humanities teacher

Teaching staff

Valerie Avery	Arts teacher and Cultural Coordinator
Loes Bekkers	Physical Health Education teacher
Anne Criado	Special Needs Coordinator
Mari Nieves Fagel	Spanish teacher
Melisha Lemain	English and English Acquisition teacher
Evelyne LePoole	Dutch teacher
Suneel Madahar	Science & Design teacher, mentor
Christina Papoula	Maths teacher
Miroslava Silva Ordaz	Design and TU connector

Support staff

Ashly Bennett	Administration and Admissions
John Brouwer	Caretaker and technical support



10. APPENDIX

The following school policies can be found on both the ISD website and School Blogs.

- Admissions Policy
- Language Policy
- Inclusion Policy
- Academic Honesty Policy





Colijnlaan 2

2613 VZ Delft

telephone +31 (0)15 285 00 38, press 1

e-mail admin@internationalschooldelft.org

website www.internationalschooldelft.org