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Staff can be contacted by using the email address of the staff. There is a list of staff and their emails on page 34-35

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.



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1. SCHOOL PHILOSOPHY

1.1 SCHOOL PROFILE

The International School Delft is an IB World School, offering the Primary Years Programme (IB PYP) in the Primary school and is a Candidate School* for the the Middle Years Programme (IB MYP) in the Secondary school. In the academic year 2020/2021, ISD Secondary is open to students in MYP 1, 2 and 3. ISD Secondary is expanding on a year-by-year basis. It is the vision of the school to offer the IB Diploma Programme from August 2023.

International School Delft was launched in 2014 as a small international school with less than 10 Students, serving the primary school age range. The primary school will start the schoolyear 2020-2021 with approximately 200 students.

ISD's secondary school was launched in 2019 to cater for the growing demand for international secondary education in the Delft / The Hague region. In doing so, it created a vertically aligned International Baccalaureate (IB) school for Primary and Secondary Education.



*ISD Secondary is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that ISD believes is important for our students.

Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit

<http://www.ibo.org>

The International School Delft, uniquely located in the historic town of Delft and with a close connection to the Technical University, offers a continuous and inspiring future-oriented learning environment that fosters innovation, design and technology.

As a smaller international school, we offer a tight-knit and friendly community of students, staff and parents from a culturally diverse background. ISD aims to be a hub for the international and local communities of Delft and, as such, develops links with other schools, both international and national, in the region. We are closely connected to our partners: Technical University Delft, True Colors childcare, City of Delft and many others. We are linked to a variety of companies and cultural and social organisations in the Delft region.



1.2 MISSION AND VISION

1.2.1 MISSION STATEMENT

Our mission statement is:

“Inspiring learning for a sustainable future”

1.2.2 VISION STATEMENT

Our vision is to be an inclusive community that embraces authentic, inquiry-based learning that creates compassionate, internationally minded individuals, who strive to make a positive and peaceful change in the world.

1.2.3 GUIDING STATEMENTS

International School Delft develops a community of learners who are well prepared for present and future challenges by:

- embracing diversity and promoting international mindedness;
- becoming self-navigating inquirers eager to embrace complexity and solve problems;
- valuing collaboration and demonstrating care and compassion;
- developing a sense of agency;
- taking responsibility for the world around them;
- engaging in high quality inquiry-based learning.

2. INTERNATIONAL BACCALAUREATE

The International Baccalaureate curriculum provides the framework for the curriculum at ISD. ISD Primary is an authorised IB World school, while ISD Secondary has acquired the candidate status and is preparing for authorization in Spring 2021.

The International Baccalaureate offers 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)

IB schools 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 programme, 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.

2.1 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.



2.2 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.



3. GOVERNANCE

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

- the Laurentius Stichting is the board of 28 primary schools, including 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 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 that offers a vertically aligned international educational programme for students aged 4-18.

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 local Dutch school. Through the Laurentius Stichting, ISD Primary is affiliated with the Gabriëlschool, a Dutch primary school in Delft. Through the Stichting Lucas Onderwijs, ISD Secondary is affiliated with Stanislascollege Westplantsoen, a Dutch secondary school in Delft.



The Board of the Laurentiusstichting is situated in Delft and consists of two people:

- Mrs. dr. S.P. Schenning, chair
- Mr. T. Christophersen, member

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website www.laurentiusstichting.nl

The Board of the Stichting Lucas Onderwijs is situated in Den Haag and consists of two people:

- Mr. E.H. van Vliet, chair
- Mrs. dr.mr. I.M. de Bonth-Weekhout, vice chair

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website www.lucasonderwijs.nl



4. DUTCH INTERNATIONAL SCHOOLS

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



5. CURRICULUM

5.1 TEACHING AND LEARNING AT ISD

Learning at ISD is inquiry-based and child focused, where students construct their own understanding of global contexts and concepts. The curriculum is engaging, relevant, significant and challenging for our students and based on thorough and ongoing assessment. With small class sizes and differentiated teaching of students, learning can be accommodated for students of a variety of ages and stages at ISD. Our teachers are focused on personalised learning opportunities for the students.

5.2 PRIMARY YEARS PROGRAMME

Primary students in the 21st century are faced with the challenge of learning about an inter-connected world where knowledge is constantly developing. The IB Primary Years Programme (PYP), designed for students aged 4 – 11, prepares students to become active participants in a lifelong journey of learning. The PYP strongly promotes constructivist, conceptual and inquiry-based learning. This allows learners to explore their own questions, construct new knowledge and transfer these ideas to a conceptual level of understanding.

5.2.1 THE PYP CURRICULUM

Traditional academic subjects are part of the programme; however, we teach them in multi-, or interdisciplinary lessons under transdisciplinary themes. This way, we emphasise the interrelatedness of knowledge and skills.



Six themes

The programme is defined by the following six transdisciplinary themes of global significance. These themes are explored using knowledge and skills derived from six subject areas, with a powerful emphasis on inquiry-based learning:

- Who we are;
- Where we are in place and time;
- How we express ourselves;
- How the world works;
- How we organise ourselves;
- Sharing the planet.

Students at ISD are taught in English. In addition to their regular programme, students also have Dutch lessons, Physical Education and Music lessons. Art and Drama are built into the regular programme.

5.2.2 THE PYP EXHIBITION

In the final year of the PYP, students, carry out an extended, in-depth, collaborative project known as the PYP exhibition.

This involves students working collaboratively to conduct an in-depth inquiry into real life issues or problems. Students collectively synthesise all of the essential elements of the PYP in ways that can be shared with the whole school community.

It also provides teachers with a powerful and authentic process for assessing student understanding.

The exhibition represents a unique and significant opportunity for students to exhibit the attributes of the Learner Profile developed throughout their engagement with the PYP. It also provides schools and students with a wonderful opportunity to celebrate the transition of learners to the next phase of their education.



5.2.3 PYP ASSESSMENT

Assessment carried out by students and teachers is a vital component for successful teaching and learning. The purpose of assessment is primarily to improve teaching and learning practices at the school. There is a distinction between assessment that is intended to determine what a student already understands (pre-assessment), assessment that helps the student learn (formative assessment) and assessment that is intended to identify how much a student has learned (summative assessment).

At ISD, students (and teachers) use information from all three types of assessment to help decide what they are good at in their learning, where they need to go and how best to get there. Summative assessment tends to be more formal in nature and is used by teachers to understand the level of understanding achieved by students after a period of teaching and learning (e.g. end of unit, end of term and end of year).

5.2.4 PYP 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 also five times in the school year when student's progress is reported to parents:



October: Parent-Teacher Meeting – an opportunity to find out how your child is settling in at school;

February: Mid-Year Report – a written report on student progress in the year so far;

April: Parent-teacher Meeting – when the teacher gives an oral report to the parents on their child's progress;

June/July: Student led conferences (SLC's) – when students have an opportunity to lead their parents through a conference sharing their learning at school;

July: Final Written Report – the end of year report on progress achieved

5.3 MIDDLE YEARS PROGRAMME

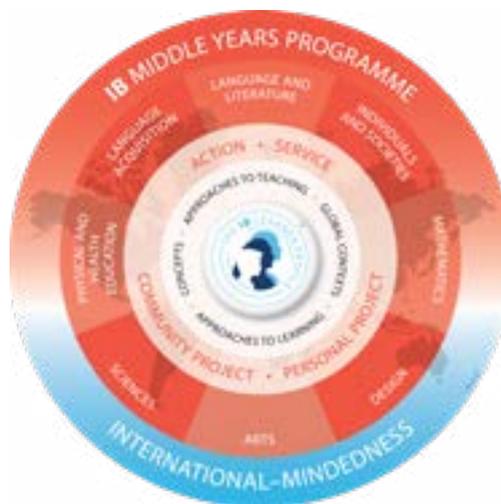
While ISD primary is an IB World School and is accredited for the IB Primary Years Programme, ISD Secondary is a Candidate School* for the IB Middle Years Programme. ISD is preparing for accreditation in Spring 2021. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that we believe is important for our students.

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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 emphasises 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. 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.

5.3.1 SUBJECTS IN THE MYP CURRICULUM

At the International School Delft, MYP students will study the following subject areas in MYP 1, 2 and 3 in 2020-2021.

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

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 1 students are introduced to both Spanish and French as an Acquisition Language. In MYP 2 and 3 students choose either French or Spanish. The choice of language in MYP 2 will determine the further language choice in MYP 3 and onwards.

Mathematics

In the MYP 1, 2 and 3 all students follow the core maths programme, differentiation may take place within the group. From September 2020 a maths extension programme will be offered as an after school programme. In MYP 4 and 5 Maths Core and Extended will be offered. Students will be placed in these groups based on advice of the Maths teacher in conjunction with the MYP coordinator and per choice of the student and parents.

Integrated Sciences

In MYP 1, 2 and 3 an integrated science course is offered covering a variety of topics such as biology, physics, and chemistry. In MYP 3, students will be acquainted with the distinctive features of each of the Sciences allowing them to make a choice for these subjects in MYP 4. In MYP 4, Science will be offered as separate subjects: Biology, Chemistry and Physics. Students will be able to choose one or two of the science subjects in preparation for the Diploma Programme.

Individuals and Societies

The ISD offers the Integrated Humanities programme from MYP 1–5. This programme covers topics from subjects from the Individuals and Societies group such as Geography, History, Global Citizenship, World Beliefs and Economics. In MYP 4 and 5 students will be introduced to the distinctive elements of the different subjects in preparation for the Diploma Programme.

Design

Design is offered at ISD as an integrated subject in the MYP including a variety of design disciplines including design technology, digital design and design cycle thinking. Close connections with the TU Delft and Design-thinking experts provide a strong design focus in the curriculum.

Arts

The school will offer visual arts and performing arts over the course of the five years of the MYP. In MYP 1, 2 and 3, students are introduced to both visual and performing arts. In MYP 4 and 5, students can choose one of the Arts subjects.

Physical and Health Education

Physical and Health Education is an important part of the MYP curriculum. Students receive 3 hours of PHE throughout the MYP. The programme will incorporate theory, indoor and outdoor sports activities.

Interdisciplinary Unit:

In each year of the programme, MYP schools are responsible for engaging students in at least one collaboratively planned interdisciplinary unit that involves at least two subject groups. In 2019-2020 students participated in the Cookbook Project. For 2020-2021 new projects will be developed for each year group.

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 2020-2021

No. Lessons per week of 45 minutes			
Subject	MYP 1	MYP 2	MYP 3
English ELL	3	3	3
English EAQ	3	3	3
Maths	3	3	3
Maths extended			
Science	3	3	4
Biology	-	-	-
Chemistry	-	-	-
Physics	-	-	-
Design	2	2	3
Integrated Humanities	3	3	3
Dutch AQ	2	2	3
Dutch LL	3	3	3
Spanish Acq/ French Acq/ EAL	3	3	3
PHE	3	3	3
Art	2	2	2
Music	2	2	2
Mentor	1	1	1



5.3.2 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 IB 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 things 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 their 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.

5.3.3 MYP ASSESSMENT

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.

5.3.4 MYP REPORTING PROGRESS OF STUDENTS

Parents are encouraged to maintain a close dialogue with their child on their progress with the support of the mentor and the Managebac platform, in order to enable them to actively support their child's education. There are 4 times in the school year when the student's progress is reported to parents, written and orally.

Reporting to students and parents occurs through:

1. Written reports to be send out through Managebac:
 - **November** A progress report with ATL's and a comment on progress
 - **February** A full report with overall achievement levels and ATL's
 - **May** A progress report with criterion levels, ATL's and a mentor comment
 - **July** Final end-of-year report with final achievement level

2. Conferences:

Parent-teacher conferences are held in November and in March following the progress and Mid-Year report. Parents can sign up for these meetings. The aim of the meetings is to share information about the students' attitude to learning and their achievement in the specific subjects.

The reporting timeline will be published in the school calendar on the website.

5.4 HOMEWORK

At ISD we aim for homework to be meaningful, purposeful and relevant. Homework consists of tasks that are connected to the learning in class and focusses on development of specific skills and goals.

5.5 INFORMATION TECHNOLOGY

ISD is committed to using technology and innovation throughout the school and is an integral part of the curriculum. 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. In the primary years, tablets and laptops are used for individual and paired work.

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 and 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 IB curriculum is enhanced with the use of technology, and we encourage students to approach their use of technology with confidence and responsibility.



5.6 DELFT UNIVERSITY OF TECHNOLOGY PARTNERSHIP

Design and technology are deeply embedded in the curriculum of International School Delft. We have a close connection with the Delft University of Technology, which is reflected in a variety of joint projects, often focused on design thinking. The highly reputable TU Delft is inspiring as a place of future innovation and real-world learning through its longstanding focus on design, engineering, IT and science. ISD works closely with the university to mutually benefit students from their respective communities, encouraging learning from and within the community. The school benefits from close ties with the TU academic teaching staff and the access to world-class facilities those ties provide. ISD primary is located within the TU campus and as from 2023, ISD secondary will move into a new state of the art building at the TU campus near the Primary school.



5.7 SUSTAINABILITY – ECO SCHOOLS

Sustainability is at the heart of our mission statement; hence we are very proud to be working towards becoming an Eco-School. Eco-Schools (www.ecoschools.global) is the international award for sustainable schools. Within the Eco-Schools programme, the approach is ‘student-led change’. The students are in the lead to make the difference. Over 51.000 schools in 64 countries are running the Eco-Schools programme.

Early 2020, our Primary students have taken the first steps to obtain ‘The Green Flag’ by forming an Eco-Team and signing the Letter of Intent. There are 7 steps schools have to take to obtain ‘The Green Flag’.

The Eco-team is in the driver seat of the process of becoming a sustainable school. The Eco-team consists of (at least) 10-15 students, 2-3 teachers, the concierge and one member of the management. In 2020/2021 the secondary students will join the Eco-School programme.

6. STUDENT WELLBEING AND SCHOOL CLIMATE

6.1 STUDENT WELLBEING

At ISD we believe that all members of staff take responsibility for the delivery of our PSPE curriculum. The physical education aspect of the curriculum is taught by a physical education specialist teacher. The personal and social education of all our students is the responsibility of all members of staff and is explicitly taught using the learner profile and the restorative practices approach. For students in the Middle Years Programme, the Personal and Social Education will also be taught in the mentor hour with an assigned mentor.

The PSE programme and the restorative practices approach equips our students with the skills they need to integrate into society and become active members who constantly strive to help create a better environment for themselves and others. 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.

6.2 STUDENT CODE OF CONDUCT

Students at ISD are expected to behave in accordance with the school's mission statement and philosophy, which supports the International Baccalaureate's (IB) mission statement and PYP and MYP philosophy.

All students are expected to:

- Treat all members of the community with respect
- Respect the school's essential agreements
- Be polite to each other, staff, parents and visitors
- Show respect for school property, equipment and other students' possessions
- Show an appreciation of and respect for other peoples' cultures and cultural values
- Make new students feel welcome
- Model the attributes of the Learner Profile



6.3 ANTI-BULLYING

At ISD we have zero tolerance for bullying. We believe it is the responsibility of all members of our community to tackle all instances of bullying that occur within the school community. Bullying has a negative effect on all parties concerned and we believe that this is a serious issue that needs to be addressed by everyone.

The basis for the policy is the application of our essential agreements which apply to all children and adults in our school community.

Essential agreements

- Everyone has the right to feel safe
- Everyone has the right to be heard
- Everyone has the right to be respected
- Everyone has the right to make mistakes
- Everyone needs to take responsibility for their own actions

6.4 RESTORATIVE PRACTICES

Students are responsible for their actions and their behaviour. At ISD we believe in using the principles of restorative practices to help us deal with issues and to solve problems.

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It focuses on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

When applied in a school setting, it leads to a change in behaviour over time. Students begin to learn and understand that their actions have consequences, that they affect other people and that they need to be more aware of those around them and how they treat them.

[Click here for more information on our behaviour policy](#)



7. LANGUAGES

At International School Delft (ISD), we believe that language is at the heart of learning, fundamental to all teaching and learning as it is central to the entire curriculum. It empowers students to develop their conceptual understanding, critical thinking and cognitive skills. All staff at ISD are responsible for the language development of our students. Throughout our programme we nurture the development of English as the language of instruction, Dutch as the language of our host country, and students' home languages. Additional languages are taught during their time at ISD. Language learning is most effective when learned and used in context. A rich language environment is promoted throughout the school.

As a community we recognise the shared responsibility for language development and understand the importance of language and its role in all teaching and learning.



7.1 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The support and teaching of English as an Additional Language (EAL) has great emphasis at ISD.

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

7.2 HOST COUNTRY LANGUAGE: DUTCH

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).

7.3 MOTHER TONGUE

Mother tongue learning is strongly encouraged to enable students to maintain their cultural heritage and identity. We strongly encourage families to maintain the mother tongue at home in order to strengthen the student's general language development. Maintaining high levels of the mother tongue is also a feature of high cognition and is a key determinant in the development of international-mindedness. A multilingual library is planned for the school and we encourage families to share and exchange their own resources. Additionally, at ISD, we will organise various activities to celebrate the many nationalities and languages.

7.4 LANGUAGE PROFILE

Upon entry to ISD Secondary, parents/students are required to complete a Language Profile form to indicate the student's proficiency in their mother tongue, English and other languages studied at school or spoken at home. We are continually updating the language profile as our experiences change.

[For further information please refer to the Language Policy](#)





8. ADMINISTRATION

8.1 SCHOOL LOCATIONS AND CONTACT DETAILS

International School Delft – primary campus

Jaffalaan 9

2628 BX Delft

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

email admin@isdelft.nl

website www.internationalschooldelft.com

International School Delft – secondary campus

Colijnlaan 2

2613 VZ Delft

tel +31 (0) 15 820 0208

email admin@internationalschooldelft.org

website www.internationalschooldelft.com

8.2 CHANGE OF CONTACT DETAILS

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@isdelft.nl (Primary school campus) or admin@internationalschooldelft.org (Secondary school campus)

8.3 SCHOOL DAY AND TIMETABLING

Primary school

All primary children should be in the school playground at least five minutes before the given starting time so that teachers can collect all the students in time to start the day together.

Parents are, when collecting their child(ren), expected to be in the playground by the given end of school time. Snack and lunch times are included in the schedule. Classes have a 15 mins snack break in the morning with 15 mins outside play. Children eat lunch with their class and have 30 mins outside play. The lunches and outside play are supervised by staff.

Outline of a day ISD Primary

TIME		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08:00	Doors open	All groups	All groups	All groups	All groups	Groups 1 & 2
08:15	Classes start					
12:30	End of classes					
14:45	End of classes					Groups 3-8



Secondary school

The day at ISD Secondary starts at 8:30. The day ends at 15:00 on most days. Occasionally, students finish at 15:45. Students should be in the school at least 5 minutes before the given lesson starts.

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.

Students may not leave the school grounds during their school day unless permission has been given by a member of staff.

Outline of a day ISD Secondary

Period	Time
1	8:30 - 9:15
2	9:15 - 10:00
Break	10:00 - 10:15
3	10:15 - 11:00
4	11:00 - 11:45
5 / Lunch	11:45 - 12:30
6	12:30 - 13:15
7	13:15 - 14:00
Break	14:00 - 14:15
8	14:15 - 15:00
9	15:00 - 15:45

8.4 SCHOOL HOLIDAYS AND STUDY DAYS 2020/2021

8.4.1 SCHOOL HOLIDAYS

19-25 October 2020	Half Term - Autumn break
18 December – 3 January 2021	Winter break
22-28 February 2021	Spring break
2 April 2021	Good Friday
5 April 2021	Easter Monday
26 April – 9 May 2021	May Holiday
13-14 May 2021	Ascension Day Holiday
24 May 2021	Pentecost
18 July 2021	Start of Summer Break

8.4.2 STUDY DAY

On staff study days the school is closed for students. Staff study days are designed to provide compulsory training time for teaching staff, to continuously improve teaching and learning practices and to keep up to date with changes in education.

26 October 2020	Primary staff study day - no school ISD primary
4 January 2021	Staff study day - no school for all students
19 February 2021	Secondary staff study day - no school ISD secondary
1 March 2021	Primary staff study day - no school for ISD primary
1 April 2021	Staff study day - no school for all students
16 June 2021	Primary staff study day - no school ISD primary
22 June 2021	Secondary staff study day - no school ISD secondary

9. STAFF INFORMATION

9.1 LEADERSHIP

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

The leadership for the primary school consists of the Head of School and the Deputy Head. Currently the PYP coordinator's role is part of the Deputy Head of School's responsibilities.

Leadership team primary

Sander Raaphorst

Head of School

[*sraaphorst@isdelft.nl*](mailto:sraaphorst@isdelft.nl)

Sandip Jagdev

Deputy Head / PYP coordinator

[*sjagdev@isdelft.nl*](mailto:sjagdev@isdelft.nl)

The leadership for the secondary school consists of the Director and the Deputy Head. Currently the MYP coordinator's role is part of the Deputy Head of School's responsibilities.

Leadership team secondary

Jaap Mos

Founding Director

[*j.mos@internationalschooldelft.org*](mailto:j.mos@internationalschooldelft.org)

Minke Veeneklaas

Deputy Head / MYP coordinator

[*m.veeneklaas@internationalschooldelft.org*](mailto:m.veeneklaas@internationalschooldelft.org)





9.2 TEACHER PROFILE

All class teachers at ISD are fully qualified, experienced and enthusiastic teachers with a successful track record in international education. Our teachers are learning-focused and regularly attend professional development courses to ensure their skills remain up to date and in line with the latest educational developments.

9.3 STUDENT SUPPORT

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 children. Children with specific educational, physical, emotional or social needs are always considered.

[Please refer to our inclusion policy for more information on this subject](#)

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.

The school collaborates with specialist therapists to meet a range of specific needs and these services are usually at additional costs to parents.

ISD is a registered partner in the Samenwerkingsverband Passend Primair Onderwijs Delflanden (PPO Delflanden) for primary and Samenwerkingsverband VO Delflanden for secondary. In consultation with these organisations the school is in the process of developing a school support plan. The plan will be aligned with the inclusion policy and describes the support structure as well as the cooperation with the Samenwerkingsverband in case ISD itself cannot fulfill the requirements of a child with special educational needs.

Contact with SWW PPO Delflanden

visiting address	post address
Steunpunt Jeugd	Postbus 698
Ezelsveldlaan 2d	2600 AR Delft
2611 RV Delft	

Telephone (+31) (0)15 256 87 10 (J. de Grauw)

Email helpdesk@ppodelflanden.nl

Website www.ppodelflanden.nl

Contact with SWW VO Delflanden

visiting and post address

Buitenhofdreef 8
2625 XR Delft

Email info@swvvo-delft.nl

Website www.swvvo-delflanden.nl

9.4 PRIMARY CLASSROOM TEACHERS AND TEACHING ASSISTANTS

<u>Sara Moroney</u>	Teacher PYP 7
<u>Mark Shilitoe</u>	Teacher PYP 6
<u>Miros Silva Ordaz</u>	Teacher PYP 6 / TU Delft Liaison
<u>Maria Biswalo</u>	Teacher PYP 5A
<u>Brittany Mohr</u>	Teacher PYP 5A
<u>Jessica Lanzafame</u>	Teacher PYP 5B
<u>Kayleigh Adams</u>	Teacher PYP 4 / PYP coordinator
<u>Lucy Doyle-Fawcett</u>	Teacher PYP 4
<u>Pam Fowler</u>	Teacher PYP 4
<u>Elle Cox</u>	Teacher PYP 3
<u>Dieuwke Bart</u>	Teacher PYP 3
<u>Didem Duger</u>	Teacher PYP 3
<u>Celeste duPreez</u>	Teacher PYP 3
<u>Alanna Johnson</u>	Teacher PYP 1-2
<u>Jacqui Wilmot</u>	Teacher PYP 1-2
<u>Sofia Alves</u>	Teacher PYP 1-2
<u>Renu Ochani</u>	Teaching Assistant PYP 3-8
<u>Ryan Midgley</u>	Teaching Assistant PYP 1-2
<u>Kerryanne O'Reilly - Dekker</u>	Teaching Assistant PYP 1-2
<u>Barbara Hupkens - Paap</u>	Teaching Assistant PYP 1-2
<u>Judit Rapai</u>	Teaching Assistant PYP 3-8

9.5 PRIMARY SPECIALIST TEACHERS

<u>Heidi Heskés</u>	Dutch Teacher PYP
<u>Marloes van den Heuvel</u>	Dutch Teacher PYP
<u>Irene Alkemade - Verdijk</u>	EAL Teacher
<u>Federica Grassulo</u>	Music Teacher PYP
<u>Katty Larrosa</u>	PE Teacher
<u>Systse van der Zwan</u>	PE Teacher / ICT Coordinator
<u>Anne Criado</u>	Student Support/Internal Confidente
<u>Maiwenn Heijbers</u>	Student Support

9.6 SECONDARY TEACHERS

<u>Valerie Avery</u>	Visual Art Teacher MYP
<u>Loes Bekkers</u>	PHE Teacher MYP
<u>Elize Burgess</u>	Student Support
<u>Anne Criado</u>	Student Support
<u>Marineves Fagel</u>	Spanish Teacher MYP
<u>Jef Fobelets</u>	Substitute Teacher MYP
<u>Jennifer Laforge-Dwarshuis</u>	English Teacher MYP
<u>Mike Dessens</u>	English Teacher MYP
<u>Judith Gerritzen</u>	Dutch Teacher MYP / Librarian
<u>Evelyne LePoole</u>	Head of Languages
<u>Suneel Madahar</u>	Science & Design Teacher MYP
<u>Joke Reijnhoudt</u>	Math / Science Teacher MYP
<u>Sofia Raptopoulou</u>	Integrated Humanities Teacher MYP
<u>Federica Grassulo</u>	Performing Arts / Music Teacher MYP
<u>Miros Silva-Ordaz</u>	Design Teacher / TU Delft liaison

9.7 MENTORS

<i>Suneel Madahar</i>	<i>Mentor MYP 3</i>
<i>Valerie Avery</i>	<i>Mentor MYP 2</i>
<i>Sofia Raptopoulou</i>	<i>Mentor MYP 2</i>
<i>Joke Reijnhoudt</i>	<i>Mentor MYP 1</i>
<i>Jennifer Laforge-Dwarshuis</i>	<i>Mentor MYP 1</i>

9.8 SUPPORT STAFF

<i>Simo Mouhsine</i>	<i>Concierge Primary</i>
<i>John Brouwer</i>	<i>Concierge Sceondary</i>
<i>Clare Johnstone</i>	<i>Admissions Officer Primary</i>
<i>Ashly Bennett</i>	<i>Administration / Admissions Officer Secondary</i>
<i>Mirjam de Bruin</i>	<i>Communications Officer</i>

9.9 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. In the primary years, this is especially so in the case of class



teachers who play a vital role in the personal and social development of children under their care. In the secondary school the first point of contact for students is the mentor. The school is also able to call on support services from the Samenwerkingsverband, Team Jeugd or Wippolder Medical Centre to support students in the school when needed.



10. ADMISSIONS

10.1 ADMISSIONS POLICY

International School Delft offers primary and secondary education in an English-speaking environment. The school welcomes applications from students from the international community of all nationalities, faiths, beliefs and cultures.

International School Delft is a state subsidised Dutch International School and therefore admission is subject to conditions set in Dutch legislation.

The general criteria for admission are:

- The student has a non-Dutch nationality/is a foreign passport holder, and one of the parents/legal guardians is temporarily employed in The Netherlands;
- Or the student has Dutch nationality and has lived and attended school abroad for at least two years;
- Or the student has Dutch nationality and has a parent/legal guardian (with whom the student will be living) who will be stationed abroad within two years.

One other condition is that the school programme should be appropriate for the student's needs and the student should be able to benefit from the programme.

Admission to the school will be confirmed only after it has been established by the Head of School that the programme is appropriate for the child's needs and a place is available.

We can hold a place for your child for 3 months from the date of requested entry.

10.2 ADMISSIONS FOR THE SCHOOLYEAR 2020-2021

In the academic year 2020-2021, International School Delft offers the International Baccalaureate Primary Years Programme (4-11 years) and years 1, 2 and 3 of the International Baccalaureate Middle Years Programme (11-14 years). In the coming years, the school will expand to offer the complete Middle Years Programme (11-16 years), as well as the International Baccalaureate Diploma Programme (16-18 years).

[Open the Admissions Policy](#)

11 GENERAL INFORMATION

11.1 SCHOOL PREMISES

ISD is spread over two buildings, the primary campus is located at Jaffalaan 9, TU Delft campus, Delft.

The secondary campus is located at Colijnlaan 2, Delft.

The 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, performing arts 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 opposite 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.

11.2 BEHAVIOURAL GUIDELINES

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 the secondary school Behaviour Guidelines. More information on how we deal with behaviour and bullying in school is in our behaviour policy.



11.3 COMMUNICATION

ISD warmly welcomes the involvement of parents in the life of the school. We are a small community school and regular contact with parents is important to ensure close communication between home and school is maintained. In the primary years we occasionally ask for parental help and volunteers in class, on school visits, or to share their expertise with our students.

Information on what goes on in school is communicated through the school's newsletter or on the website. Additionally, Social Schools is used to communicate with parents in ISD Primary and email and / or ManageBac in ISD Secondary. The school calendar may be found on the school website:

www.internationalschooldelft.com

In primary the first point of contact for parents is the class teacher. In secondary school this is the class mentor. For information on how to contact a staff member see section on Staff contact.

11.4 LUNCH TIME – FOOD AND DRINKS

Primary school

All students should bring a prepared lunch and a morning snack, except on Wednesdays, when only a morning snack is necessary. Children in Group 1 and 2 only need to bring in a morning snack on Friday as well, as they finish at 12:30.

Children eat their morning snack and lunch in class. This is followed with a 15-minute period of outside play during break time and a 30-minute period of play during lunchtime. This is supervised by a mixture of teachers and classroom assistants.

Secondary school

At ISD Secondary students eat lunch in the joint lounge area 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.

Nut – free school

Our school community has made a commitment to follow nut-free guidelines for the safety and health of all our students and particularly those with food allergies. This means that no nuts or products containing nuts, such as peanut butter, granola bars or treats that contain nuts or traces of nuts, are allowed in school.

Healthy Lifestyle school

ISD promotes healthy living and a balanced lunchbox and morning snack are an essential part of this.

Parents are asked to adhere to the following suggestions for promoting healthy eating habits:

- We strongly encourage fruit and vegetables as part of everyday lunches and snacks.
- Birthday treats are allowed, but parents should try to provide healthy options. We also ask parents to be mindful of our students that are not allowed to eat (certain) animal products, such as gelatin and eggs, for religious or other reasons.
- Snack and lunch boxes should be labelled with the student's name.
- A drink should also be provided in a refillable water bottle.
- No carbonated (fizzy) drinks should be brought to school.
- No chocolate biscuits, chocolate bars, or other sweets should be brought to school
- No chewing gum is allowed in school.
- No nuts, or products containing nuts or traces of nuts are allowed in school.

11.5 CLOTHING

Primary school

Children in PYP 1 and 2 should come into school wearing their PE clothes on PE days. They should leave their gym shoes at school. Children in groups 3 – 8 need to bring their gym kit to school on the days they have PE. They are given an opportunity to change clothes before and after PE. On days when they have PE first thing in the morning, they may come to school in their PE kit and if they have PE last thing in the day then they can go home in their PE kit. It is helpful to have clothes labelled with your child's name.

Children in group 0, 1 and 2 should have a change of clothes in school in a named bag in the event of unforeseen accidents. Parents are asked to give this to the class teacher at the beginning of term.

Lost property will be placed in a box and kept in a central location. Items not collected by the end of term, will be passed on to charity.

Secondary school

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 ask 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.

11.6 PERSONAL ITEMS AND STORAGE FOR STUDENTS

Primary school

All students have a dedicated space to keep their coats and lunch boxes during the day. Children do not need to bring in their own pens and pencils as all classroom equipment needed is provided. Electronic devices like mobile phones are not allowed in school. If children need to bring a phone or device for emergency purposes, parents are asked to inform the teacher. The device should stay in the child's bag or coat, or in the teacher's drawer. The school will not be held responsible for any damage or loss.

Secondary school

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.

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.



11.7 SCHOOL ATTENDANCE

Students are expected to be on time for all lessons and appointments. When a student is absent due to illness or another legitimate reason, parents are requested to contact the school between 8.00 – 8.30 the same day by sending an email to the class teacher via Social Schools (primary) or admin@internationalschooldelft.org (secondary), stating the full name and class of your child, and the reason for illness.

If a student is sick at school and needs to go home or be picked up, the parents will be contacted by a member of staff.

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.

Dutch law on compulsory education ‘leerplicht’

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.

When is permission for leave of absence permitted?

- Moving house – 1 day
- Family weddings up to third degree – 1 day
- Wedding anniversary of parents (25 years) 1 day
- Serious illness of a relative
- Death of a relative
- Recognised religious festivals

Reasons when leave will not be granted

- Holidays at non-peak time
- Early leave or late return because of traffic
- Family visits
- Non-availability of suitable flights

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.



11.8 TRUE COLORS CHILDCARE

Through our partnership with True Colors, ISD supports families in creating the right balance between career, studies and family life. True Colors Delft is an international childcare centre run by Stichting Rijswijkse Kinderopvang (SRK).

True Colors Delft is fully integrated into the primary school facilities and is committed to using the IB Primary Years programme for 3 year olds. By working together, a continuous provision for children 0-11 years is offered in a familiar atmosphere and with the flexibility parents seek.

True Colors Delft offers childcare after school for children 4-11 years, and pre-school daycare for children 0-4 years.

Play-based learning

True Colors Delft offers a great place for children to play and learn in a safe environment, with a warm and friendly atmosphere. Inspired by the elements of water, air, earth and fire; nature and sustainability are at the heart of what True Colors Delft offers to the children. The outdoor area links directly to the indoor space, merging the two worlds and encouraging outdoor play. True Colors Delft is also a place where parents can meet each other and members of the team and take time to chat.

[More information on True Colors Childcare, click here.](#)

11.9 HEALTH SCREEN CHECKS

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 specialize 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

During the school year, the school doctor checks group 2 and 3 children (age 5-6), and the nurse checks children in group 7 and MYP 3. Parents are informed in writing of these dates and invited to attend an appointment at the Wippolder Medical Centre.

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

11.10 REPORTING CODE CHILDBABUSE

To strengthen the approach in preventing child abuse, negligence or domestic violence, schools are covered by the Wet Meldcode (Law Reporting Code). The purpose of the Reporting Code is that there is a quicker and more adequate response and intervention in these cases. The Reporting Code has a roadmap with which steps to take when child abuse or negligence or domestic violence is suspected.

At ISD we are committed to identifying the signs of childhood abuse, negligence or domestic violence and following a course of due diligence to report such incidents according to Dutch law.

All reports are handled confidentially and will be processed according to the reporting code as indicated by Child Protection laws in the Netherlands.

[More information about the Reporting Code \(Meldcode\) and the steps ISD follows.](#)

11.11 COMPLAINTS

Whenever there are concerns, questions or complaints, parents are always welcome to discuss these so that a solution can be reached. The first step is to discuss any issue with your child's class teacher or mentor. 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 parents can contact the Head of School or Deputy Head of School.

Each parent or each child can also speak in confidence to the Internal Confidante if they have a problem that they feel uncomfortable speaking to the teacher or school management 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 Confidante (vertrouwenspersoon) or the school management board, there is a nationwide complaints commission.

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, for ISD Primary: www.laurentiusstichting.nl or for ISD Secondary on www.lucasonderwijs.nl. The first point of contact for any complaint is the Internal Vertrouwenspersoon (confidante). The external confidantes of the school are listed below.

The confidante of the schools within the Laurentius Stichting – ISD Primary

Mevr J. de Jonge

l.de.jonge@gimd.nl

telephone (+31) (0) 6 39087626

The confidante of the schools within the Lucas Stichting – ISD Secondary

de heer N. van der Perk en Mevr J. te Raa

klachten@lucasonderwijs.nl

telephone (+31) (0) 70 - 300 1151

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):

Stichting Geschillen Commissies Bijzonder Onderwijs

Postbus 82324, 2508 EH Den Haag

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

e-mail info@gcbo.nl

12 ISD COMMUNITY

12.1 PARTICIPATION COUNCIL – MEDEZEGGENSCHAPSRAAD (MR)

Dutch regulations regarding participation in schools (1 January 2007) regulate the establishment of participation councils (MRs) in Primary and Secondary schools in the Netherlands. Through the participation council staff, parents and students from secondary have an advisory role for areas of the school vision and planning. The council comprises of elected members proportionally divided between staff and parents/students (students in Secondary). Meetings of the council are attended by the Head.

To create the best possible learning environment for ISD, the establishment of a whole school participation council is planned for the academic year 2020-2021.

For more information, please visit:

<https://internationalschooldelft.com/participation-council/>

12.2 PARENT TEACHER SOCIAL COMMITTEE ASSOCIATION

ISD has a Parent Teacher Social Committee Association (PTA) to enhance the role parents can play in organising social and community-oriented events.



13. FINANCIAL MATTERS

13.1 PARENTAL FEES

To secure a place at ISD parents are required to pay a one-off payment of 250 euros per child which serves as a registration fee.

Small charges for external and residential visits are charged in addition to the school fees.

13.2 STANDARD TERMS AND CONDITIONS

On our website (www.internationalschooldelft.com), 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.

You are responsible for ensuring that all required payments are made on time using the prescribed procedures.

[Standard Terms and Conditions 2020-2021 – new students](#)

[Standard Terms and Conditions 2020-2021 – existing students](#)

13.3 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 school and student property, is not covered by the school insurance company.



14. APPENDIX

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

Admissions Policy

Behaviour Policy

Language Policy

Inclusion Policy