

School Guide ISE Secondary 2024-2025

SCHOOL GUIDE 2024-2025



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Welcome



Word of welcome

Welcome to International School Eindhoven!

Thank you for choosing our school.

The International School Eindhoven (ISE) is happy to serve the International community in the region. By striving for excellence in education and by engaging with the international community, the ISE Secondary Department is an asset to Eindhoven and the Noord-Brabant region.

As a top technology region, we recognise that it is essential to be attractive for international expatriates. Our role is to support the region's ability to attract and retain an international workforce. As well as an excellent education, we provide many activities and events to support students and parents alike in their transition to this region.

We are proud to be able to offer excellent facilities, small classes and a highly qualified international faculty. Our student and staffing body is made up of a mixture of cultures and nationalities which we believe creates a welcoming, open community. We believe in developing each child's unique ability to give a sense of other cultures without reducing their own cultural identity. We want to help each child to become a confident world citizen who feels able to make a difference in their own and others' futures. We believe in the importance of building a strong relationship with our parent body to support us in educating our students.

This school guide is updated yearly and serves to inform you about all the ins and outs of the school. It has been prepared by ISE staff and leadership and has been approved by the School Participation council (Medezeggenschapsraad, MR). It is also intended as a reference guide for parents whose children are already enrolled in our school.

We hope that you will enjoy our campus and experience first-hand the caring atmosphere at our school.

School board and Organisation Structure

The International School Eindhoven (ISE) is one of the divisions of the Stichting Internationaal en Lokaal Funderend Onderwijs (SILFO) Foundation.

The SILFO Board

The Board appoints the College van Bestuur (Executive Board) which is responsible for all affairs of the SILFO. The ISE Director is a member of the SILFO Central Management Team (CMT).

College van Bestuur (Executive Board)

Mr M. Stoker, Chairperson of the Executive Board

Ms P. de Bruijn, Member of the Executive Board

The daily operations of the ISE is carried out by the ISE Leadership Teams.

ISE Department Leader

Mr B. Prickarts, ISE Director

Secondary Department

Ms M. Watts, Head of Secondary Department

Ms. L. Malone, Team Leader, Teaching and Learning

Ms A. Cloutier, Team Leader, Student

Mr S. Hendrikx, Team Leader, Staffing

Ms S. Pobjoy, Team Leader, Staffing

Ms. L. Bailey, Team Leader, Staffing

The Ministry of Education, Cultural Affairs and Sciences delegates its supervisory role to the inspector of education. The contact details for the inspector are info@owinsp.nl, www.owinsp.nl. There is a free number for questions about education: 1400 (Informatie Rijksoverheid).



Collaborative partnership

The ISE is an accredited Council of International School (CIS) which has a community of more than 1,525 schools and universities in 123 countries around the world. The CIS provides schools with professional development, networking opportunities, resources, research, and expert guidance to support schools to improve the quality of international education.

The school is also part of a group of Dutch International Schools (DIS) in the Netherlands that supports each other through professional development and sharing of best practice for international schools in the Netherlands.

The school is affiliated with "ORION", a collaborative group of other Dutch regional schools, which supports educational development (www.orionnxt.nl).

The school has partnerships with local agencies that help provide specialist support and advice to the school and to the parents. These include the youth health organisation (Gemeentelijke Gezondheidsdienst, GGD) who can provide the support of a school doctor and a nurse. Also, the Lumens Group, located in Eindhoven, provides a school social worker for the ISE. Furthermore, the Regionaal Samenwerkingsverband (RSV) can provide support to the school to manage certain learning needs of students. In processes related to attendance the school collaborates with an attendance officer provided by the municipality Eindhoven.



The ISE

Guiding Statements

The ISE provides a caring and challenging learning environment which fosters international mindedness. We educate and inspire our students to become creative, resilient and responsible citizens who will thrive and be happy within an ever-changing world.

Our Guiding Statements in Action

There are three key strategic directions embedded within our Guiding Statements, which will be central to our success going forward as a school, and which will therefore guide key decision making and action.

Within this context we believe that:

A. Our internationally-minded community is committed to being responsible citizens.

In this regard, we are expected to:

- Demonstrate respect for human rights
- Understand the relationship between rights and responsibilities within society
- Be PRINCIPLED by interacting with honesty, fairness and OPEN-MINDEDNESS
- Encourage our community members to appreciate and express BALANCED views
- Act in a CARING, responsible, and supportive manner
- COMMUNICATE in a respectful, courteous and thoughtful manner.
- Develop international mindedness
- Value the language and culture of the Netherlands
- Celebrate and respect our cultural identities
- Foster linguistic development for cultural understanding
- Contribute to and collaborate with the school, Brainport, national and global communities

B. Our learning environment ensures that students are KNOWLEDGEABLE, cared for and sufficiently challenged.

In this regard, the ISE offers nationally and internationally recognized curriculums to support the diverse educational needs of our students.

Students are expected to:

- Discover the joy of learning
- Learn how to learn, and how they learn best
- Maintain the fluency of their home languages while valuing the acquisition of others
- Attain depth and breadth of academic knowledge and understanding
- Develop the skills that support intellectual and academic success
- Solve problems independently and in cooperation with others
- Understand modern technologies and be able to use them wisely and effectively
- Prepare for the demands of further education
- Learn how knowledge is acquired and justified in each subject area, and what problems there may be with such justifications and the certainty of our knowledge

Staff are expected to:

- Deliver the curriculum with an international perspective
- Respond sensitively to the full range of students' individual needs
- Challenge and support students to achieve academic potential
- Create opportunities to enable students to develop their talents, skills and discover their passion
- Involve students, staff and parents, as partners in the educational process
- Provide an environment which allows new members to quickly settle and develop a sense of belonging

Parents are expected to:

- Work in partnership to support student learning
- Share their knowledge of their child's interest, achievements, and special skills
- Be knowledgeable of the ISE's curriculum and opportunities to support and challenge their child
- Act in a manner consistent with the ISE Code of Conduct
- Take part in electing parent representatives to the School Participating Council (MR)

C. The ISE community prepares students for an ever-changing world by developing their capacity for creativity.

We will support the development of student's creativity by:

Teaching for Creativity

- Value, acquire and utilize a variety of tools for learning and teaching which promote inquiry, comprehension and the relationship between concepts
- Provide regular feedback to students which praises and thereby promotes creativity
- Develop critical, reflective thinkers who have the ability to make responsible choices
- Utilise strategies which require collaboration, and focus on creative problem solving, design thinking, and the application and understanding of technologies
- Provide opportunities for the students to take responsibility for their own learning using a variety of strategies.
- Offer a range of disciplines including those associated with activities outside the classroom and extracurricular opportunities.

A Culture for Creativity

- As educators, value the input of others, be accepting of constructive criticism, and recognize that lesson planning, strategic planning, and problem solving will benefit from the positive exchange of ideas;
- Demonstrate flexibility in working with others and in the use of space, and resources;
- Demonstrate the willingness to share ideas, expertise, and knowledge to inspire students to learn, accept challenges, develop greater depth in their understanding, and to take risks in offering their own views, opinions, strategies, and efforts.
- Create an atmosphere in which students value creativity, reflection and the positive exchange of ideas, and which promote a growth mindset.

International mindedness

International mindedness is a way of thinking and acting that leads to a deeper and broader understanding of our world.

In order to become responsible members of our community, we provide opportunities for our students to:

- develop an awareness of their own identity in relation to others
- be confident and happy in their own identity
- develop intercultural understanding
- be open to different perspectives and viewpoints and embrace diversity
- demonstrate respect
- show empathy and compassion

In order to promote international mindedness, the ISE is committed to:

- Building and reinforcing a student's sense of identity while gaining an understanding and respect for their own and other cultures and peoples
- Providing a school environment that welcomes new individuals to the community
- Encouraging and celebrating diversity within the curriculum

- Using teaching and learning opportunities to acknowledge students' cultural backgrounds and experience
- Ensuring that students can communicate effectively, and maintain the fluency of their home language while valuing the acquisition of other languages
- Providing opportunities for students to think critically and open mindedly about the viewpoint of others
- Encouraging students to engage positively, productively and enjoyably with each other
- Promoting a community that collaborates, connects, interacts and communicates effectively
- Ensuring that students are familiar with local, international and global concerns
- Raising the awareness that individuals can make a positive difference to the world and an accompanying acceptance of the responsibility to take action to do so
- Developing caring individuals who recognize universal human rights

Council of International Schools

The ISE has been accredited by the [Council of International Schools \(CIS\)](#). As a CIS accredited school, it demonstrates that the school has achieved high standards of professional performance in international education and has a commitment to continuous improvement. In particular, the award of accreditation shows that the school: is devoted to its mission and vision for students.

The International Baccalaureate

The [International Baccalaureate \(IB\)](#) is highly regarded worldwide for its academic rigor and holistic nature of learning that challenges students to excel in their studies and personal growth. The IB aims to inspire lifelong learning that is marked by enthusiasm and empathy.

The IB aspires to help schools develop well-rounded students who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join with others in celebrating and sharing our common humanity and are prepared to apply what they learn in real-world, complex and unpredictable situations.

The IB offers high-quality programmes of international education that share a powerful vision. An IB education:

- focuses on learners
- develops effective approaches to teaching and learning
- works within global contexts
- explores significant content
- develops global citizenship

The IB Learner Profile

The aim of all IB programmes is to develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

- Inquirers
- Open-minded
- Knowledgeable
- Caring
- Thinkers
- Risk-takers
- Communicators
- Balanced
- Principled
- Reflective

<https://www.isecampus.nl/curriculum/secondary/>

High Quality Learning at the ISE

Our **high-quality learning** educates and inspires students through authentic and inclusive practices that use the knowledge and experiences of our global community.

To reach this aim, we value an **inquiry-based, collaborative** approach to learning in a **challenging environment** in order to nurture responsible, reflective, and active lifelong learners.

For more information on the expectations for learners, educators, and the ISE community, please see our [Guiding Statements on the school website](#).

Diversity, Equity, Inclusion and Justice

The ISE's mission is to "provide a caring and challenging learning environment which fosters international mindedness" and to "educate and inspire our students to become creative, resilient and responsible citizens who will thrive and be happy within an ever-changing world." To that end, we are committed to diversity, equity, inclusion and justice in our practice in order to support this mission.

The school's aims are to:

- Foster a sense of belonging taking into account our students' multiple and intersecting identities.
- Empower teachers to model inclusive, democratic, and anti-oppressive learning environments through their teaching and learning practices.
- Support students of all backgrounds and contexts to develop healthily and safely so that they can thrive at the ISE.
- Empower our community to speak out about issues of JEDI for the betterment of the ISE.
- Promote an environment where our community feels welcome, respected, and represented.
- Encourage ongoing education and development related to issues of JEDI for our entire community.

The school's full DEIJ policy is available on the [school's website](#). This policy is a living document that both students and staff are expected to embody in their daily practice. Treating each other with respect in every interaction.

Eco Schools

In January 2021, the ISE primary and secondary departments, together with the Kinderstad daycare centre and the facility company Yask, started a project called "Eco schools". Eco-Schools is a global program to encourage students to think and act in a more sustainable manner. Using seven steps, students consider the school environment and work on actions to make it more sustainable. Students, for example, can design projects for saving energy, reducing waste or cleaning up the school yard.

The school achieved the 'Green Flag', which is the international quality mark for sustainable schools.

Alumni

Alumni and ISE students gather on LinkedIn, where they have the opportunity to :

- engage in discussions about shared interests or related to a chosen specialist/niche area
- reach out for advice or feedback on university programs, job opportunities
- learn from others in specific subject groups

The ISE alumni/students can be a valuable part of your professional network!

<https://www.linkedin.com/school/international-school-eindhoven/>

Our education



Educational goals

Educational goals

We will add our educational goals as soon as possible.

Promotion and repeating

Under normal circumstances we expect students to progress through the school with their peers. Decisions about a student needing to repeat a year are only taken after ongoing communications with the parents, subject teachers and year tutor whenever there is a case for concern regarding a student's academic performance.

Consideration will be given to the student's academic performance, their attitude and motivation, their well being and finally any factor hindering their progress. If further steps to support the student both at home and at school are unsuccessful, the school will require that the student repeats the year.

Note that the regulations with regard to academic promotion do not allow students:

- to repeat one academic year more than once,
- to spend more than three years in two consecutive academic years.

MYP and Diploma results

Class	MP5 Minimum Points*	MP5 Average Points*	MP5 Maximum Points*
2020-2021 MP5 (74 total)	28	37	45
2021-2022 MP5 (79 total)	21	35	44
2022-2023 MP5 (107 total)	pending	pending	pending

Class	DP2 Minimum Number of Points^	DP2 Average Points^	DP2 Maximum Number of Points^
2020-2021 DP2 (56 total)	24	34	44
2021-2022 DP2 (59 total)	25	33	43
2022-2023 DP2 (74 total)	21	32,2	42

* MYP total points are based on 7 marks maximum for the six core subjects for MYP Year 5 (Language & Literature, best Language Acquisition, Mathematics, best Science, IAS, and best of Arts/Design/PHE) plus the final PP grade (maximum of &) for a total of 49

points.

^ DP total points are based on the 7 marks maximum for the six subjects for DP, plus a possible additional 3 points for the combined TOK and Extended Essay marks for a total of 45 points.

Pass rates DP2

2020-2021 DP2 (56 total) - 100%

2021-2022 DP2 (59 total) - 100%

2022-2023 DP2 (74 total) - 93%



Quality assurance

Quality policy SILFO

The SILFO 2022-2026 strategic vision has been formulated based on the four C's, which shape the various services across the foundation.

Caring

Attention and caring for each other and society.

Connecting

Collaborating, actively seeking connections and creating networks.

Creating

Using all our creativity and inspiration to provide our best education with as many opportunities as possible.

Celebrating

Celebrating successes and learning from mistakes: education is never finished.

The four C's are defined using a developed set of tools that include measurable, perceptible, and demonstrable quality data. These data are collected, shared, and evaluated in a cyclical process, which includes targeted research, follow-up questions on previously obtained data, gathering feedback, conducting evaluations, engaging in dialogues, and sharing stories. This aligns with the appreciation framework of the Dutch Education Inspectorate. The quality cycle is embedded in various ways within the foundation's work methods.

Management reports

Since mid-2019, the foundation has been using reports on educational quality at both the foundation and location levels. These reports are discussed every four months with the education management teams, the control department, the quality department, and the Executive Board. The content focuses on measurable, perceptible, and demonstrable quality results. The measurable data in the educational quality reports come from various student tracking systems in the schools, which monitor students' progress in knowledge and skills. At the location level, continuous learning pathways ensure that education aligns with an uninterrupted developmental process for students. Additionally, student and parent satisfaction surveys, school-level lesson quality observations, and accreditation reports from the Council of International Schools for the International School are used to measure educational quality.

Quality Dashboard

The developed Quality Compass, based on the Quality Cycle (which runs in parallel with the control cycle), the Quality Calendar of the annual report, the Quality Calendar of the School Plan, and the four-, eight-, and twelve-month reports, monitors the development of educational quality. The Quality Compass developed by the foundation visualizes educational quality and is visible to the board, management teams, staff, and the Supervisory Board via a dashboard. The Quality Compass is used to maintain visibility on the quality of education within the foundation based on the established vision. It utilizes the requirements set by the inspectorate through Key Performance Indicators (KPIs) and indicators for perceptible and demonstrable quality, known as Critical Quality Indicators (CQIs), linked to the school plan goals. Development is evaluated quarterly on the dashboard and discussed with the education management teams. The dashboard allows for determining goal progress at three pre-set moments by selecting the status via a drop-down menu: "not started," "not on track," "on track," or "completed." The quality officers at each location update the dashboard every four months under the appropriate date, making the progress of various

goals visible over time.

The goals are categorized based on inspection standards, SILFO standards, and are used in the management report to account for quality development at the goal level. Location managers provide the accompanying explanations.

Quality improvements

Agreements for quality improvement are made and documented quarterly based on the management reports and the quality dashboard. If necessary, the education management teams conduct further analysis at the location level and/or adjust location goals, which are then included in the quality dashboard. The process and the set of quality tools are evaluated annually, fostering further quality development.

Accountability

The management reports and the quality dashboard are shared and discussed quarterly with the Supervisory Board. Additionally, the location portfolios are presented and discussed annually in a meeting with the Supervisory Board, the Executive Board, and the Joint Participation Council. Quality data are published in the Annual Report and on the Schools on the Map website.



Educational time

Educational Time

In the academic year, we aim for our students to have the following educational learning time, as mandated by the Ministry of Education.

- MYP 1-5: 1044 hours per year
- DP1: 900 hours per year
- DP2: 700 hours per year

Activities included in educational learning time are:

- lessons
- assessments periods
- work experience
- sports days and activities
- assemblies
- excursions, special events and trips



Educational structure

Our curriculum

Middle Years Programme (MYP)



The first five years of the ISE Secondary Department, for students who are aged 11 to 16 years, are based on the [Middle Years Programme \(MYP\)](#) of the International Baccalaureate. Within the school, year groups are referred to as MP1 to MP5.

The IB MYP provides a thorough study of various disciplines. It offers students a balanced curriculum with equal importance placed on all subject areas, as well as accentuating the interrelatedness between subjects.

The MYP Programme:

- addresses holistically students' intellectual, social, emotional and physical well-being;
- provides students opportunities to develop a conceptual approach to understanding, along with the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future;
- ensures breadth and depth of understanding through study in eight subject groups;
- requires the study of at least two languages (the language of instruction and an additional language of choice) to support students in understanding their own cultures and those of others;
- empowers students to participate in service within the community;
- helps to prepare students for further education, the workplace and a lifetime of learning.

MYP Subjects at the ISE

Students in the MYP follow a course of study in eight subject areas:

- **Language & Literature** — Offered in English and Dutch at the school, or as a home language with the support of the Language Coordinator.

- **Language Acquisition** — Offered in English, Dutch, French, or Spanish. Students in MP1-3 are required to study both Dutch and either French or Spanish, while students in MP4-5 may choose to study only one
- **Mathematics** — Students follow a general course of study in MP1-3, and then either Standard or Extended Mathematics in MP4 and MP5.
- **Sciences** — Students follow an integrated course of study in MP1-3, followed by separate lessons in Biology, Chemistry, and Physics in MP4 with a choice of two Sciences in MP5.
- **Individuals and Societies** — Students follow an integrated course of study in MP1-3, followed by separate lessons in Geography and History in MP4 with a choice of one in MP5.
- **Arts** — Students study both visual and performing arts in MP1-2, followed by separate lessons in Visual Arts, Theatre, and Music in MP3 with the option to continue with either one or two Arts subjects in MP4-5.
- **Design** — Students follow a general course of study in MP1-3 with the option to either continue with Design in MP4 and MP5 or opt for another Arts or Language in its place.
- **Physical and Health Education** — Students follow a general course throughout the MYP.

Interdisciplinary learning

The ability to use knowledge and skills from different subjects is a fundamental part of lifelong learning, and an integral skill if students are expected to face the challenges of our ever-changing world. The MYP Programme supports students in developing their interdisciplinary understanding through both informal instruction in the different subjects and through formal instruction of at least one interdisciplinary unit in each year of the Programme. In this way, students apply their disciplinary understanding across subjects to understand complex issues and ideas in critical and creative ways.

Service as Action (community service)

Action (learning by doing and experiencing) and Service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service – making a positive difference to the lives of others and to the environment. Service as Action is an integral part of the programme through organized activities in all years of the programme, culminating in required involvement in both a local and a global service activity in the final MP5 year of the Programme.

The Personal Project

In the final year of the MYP, students are required to demonstrate the skills and concepts they have learned through a culminating project: the Personal Project. All MP5 students develop their project independently with support from both a teacher supervisor and our Personal Project Coordinator in order to produce a truly personal and creative piece of work that stands as a summative review of their ability to conduct independent work.

More information about the MYP Programme, including the [MYP Subject briefs](#), can be found on the [IB's website here](#).

Diploma Programme (DP)



In the final two years of the ISE, Secondary School students who are aged 16-18 study the Diploma Programme (DP) of the International Baccalaureate. Classes are referred to as DP1 (first year of studies) and DP2 (second and final year of studies).

Designed as a comprehensive two-year, pre-university programme, the curriculum allows its graduates to fulfil requirements of various national education systems and earn a Diploma to gain entry to universities around the world.

Subjects offered at the ISE Secondary School

Students normally select a combination of six subjects, three at higher level (HL) and three at standard level (SL), with a minimum of one subject from each subject group:

- **Group 1 Studies in Language and Literature** — Offered in English and Dutch at the school, or as a home language through the School Supported Self-Taught Literature course (SL only). These courses focus on the use and study of language and are designed for students who have experience and proficiency of using the language of the course in an academic context.
- **Group 2 Language Acquisition** — Offered in Dutch, French, Spanish and English for students with some previous learning of the language, or in Spanish Ab initio (SL only) for complete beginners. These courses focus on language acquisition and are designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in the language of study.
- **Group 3 Individuals and Societies** — Offered in History, Geography, Economics, Environmental Systems and Societies (SL only) and Business and Management.
- **Group 4 Sciences** — Offered in Biology, Chemistry, Physics, and Environmental Systems and Societies (SL only), Design Technology (HL, SL).
- **Group 5 Mathematics** — Offered in Mathematics Approaches and Analysis or Mathematical Applications and Interpretations.
- **Group 6 The Arts and Electives** — Offered in Visual Arts or one additional subject from Groups 2, 3 or 4.

N.B. All choices are subject to demand, and to certain restrictions created by timetabling. Please see the [DP Choices Website](#) for more specifics about the course content and entrance requirements. More information about the DP Programme, including the [DP Subject briefs](#), can be found on the [IB's website here](#).

Theory of Knowledge

Theory of Knowledge (TOK) is a required interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. A key element in the IB's educational philosophy, TOK seeks to develop a coherent approach to learning which transcends and unifies the academic subjects and encourages appreciation of other cultural perspectives.

Creativity, Activity, Service

Creativity, Activity, Service (CAS) encourages interest and commitment beyond the classroom, and provides a healthy counterbalance to the academics within a demanding school programme. Our goal of educating the whole person and fostering compassionate future citizens comes alive in an immediate way when students reach beyond themselves and their books. Students are required to commit themselves to activities and projects throughout the two-year DP course, covering all three of the areas named, and largely in their own time.

The Extended Essay

All Diploma candidates are required to undertake original research and write an Extended Essay of 4,000 words. This essay offers the opportunity to investigate a topic of special interest and familiarises students with the kind of independent research and writing skills expected at university.

Approaches to Learning (ATL)

A unifying thread throughout all MYP and DP subject groups, Approaches to Learning provide the foundation for independent learning by helping students learn how to learn. The IB outlines these skills and categorises them into five clusters:

- Communication
- Social
- Self-management
- Research
- Thinking

ATL skills are explicitly taught throughout all years of the MYP and DP programmes so that students can develop these skills in order to become responsible for their own learning.

IB 5-Year Evaluation Cycle

As an IB world school, the ISE is evaluated on a 5-year review cycle. During this period, the IB reviews all policies, curriculum overviews, sample student work, and the general functioning of the school during a rigorous review process culminating in a school visit to ensure that the school maintains the IB's standards of teaching and learning. Additionally, the school is assigned an IB World Manager who produces reports with recommendations on various aspects of the school and works closely with the IB Coordinators.

Interdisciplinary learning

The IB makes clear their philosophy that deeper learning happens through the transference of concepts and skills between subjects and disciplines. All students in the MYP study at least one interdisciplinary unit (IDU) of learning during each year of the programme. These units are designed in collaboration with two or more subject groups, and require students to use their knowledge and skills in both subjects to enhance cross-disciplinary learning. For example, past IDUs have asked students to use their language, music, and history skills to produce a Blues song, or use their sports and science skills to cook meals to fuel pro athletes.

In addition, all MYP Year 5 students are required to complete a final project called the Personal Project. The topic and learning goal are chosen by the student with guidance from the Personal Project Coordinator and Supervisor, and requires them to produce a product that demonstrates their use of the Approaches to Learning Skills, a set of cross-curricular skills that students learn through their five years in the MYP Programme. These skills include: Thinking, Communication, Research, Self-Management, and Social skills. Students also often find themselves using knowledge from across the subjects to complete the project, too.

Community engagement

At the International School Eindhoven we care for, connect with and contribute to the local and global community. All secondary students are expected to engage with their own, and other communities and will explore the nature of various communities, their needs and how to take action in service of the community need. Our dedication to community engagement is illustrated by our Service Learning programmes, that run through our whole curriculum. Our students demonstrate their caring nature through these programmes and how well this IB learning attribute has been embedded within our practices.

In the Middle Years Programme (MYP) students are engaged with various social initiatives for their Service as Action programme. Examples of these projects are: picking apples at the local fruit orchard to donate to the foodbank, visiting elderly in local pension homes, organising a schoolwide fundraising event for a school in Kenya and sharing life stories with refugees in the Eindhoven area.

In the Diploma Programme (DP) students fulfil the Service element of their Creativity, Activity, Service (CAS) programme by a wide variety of options, such as volunteering at the local animal shelter, writing letters through Amnesty International to people whose human rights have been violated and organising sport events for economically disadvantaged children in the local community.

Furthermore, as the ISE community as a whole, we regularly take part in various charity events to contribute to the needs of different groups of people in the local and global community.



Educational staff

As an international school we believe in the importance of recruiting our staff from around the world to ensure they reflect the diversity of our student body.

Based on the IB framework, ISE secondary teachers work in collaboration with their subject departments to create, plan and develop the taught curriculum in line with the expectations of the IB. Our staff regularly engage in professional development to ensure they remain up to date with the educational field.

The ISE is a member of the TRION partnership for teacher training. This partnership creates learning opportunities for interns and our staff when they collaborate. Interns from both bachelor and master teacher education courses work at the ISE regularly across all subjects.

Our educational support staff give teachers the opportunity to differentiate for all our students. They bring in expertise in practical subjects and support teachers and students in their lessons.

At school



School hours

School Hours and Break Times

Please note that lessons finish at 14.55 on Wednesdays.

Lesson	Classes	Times
1	MP1-5, DP1-2	08.45 - 09.45
2	MP1-5, DP1-2	09.45 - 10.45
Break	MP1-5, DP1-2	10.45 - 11.05
3	MP1-5, DP1-2	11.05 - 12.05
4	MP1-4 lessons MP5-DP2 lunch	13.00 - 13.55
5	MP1-4 lunch MP5-DP2 lessons	13.55 - 14.55
6	MP1-5, DP1-2	14.55 - 15.55

Arrival

1. The school building is open to students from 08:00.
2. Students are requested to arrive shortly before 08:45 unless circumstances dictate an earlier arrival. No supervision is available for students who arrive early.
3. Students must be present on the school's premises at least 5 minutes before the first lesson. Students should be ready to start the first lesson punctually at 08:45.
4. DP students may arrive later and leave early by signing in and out at reception when they do not have a regularly scheduled lesson.

Late Arrival

Students who are late for school in the morning for any reason, must report to Reception to obtain a late card before going to their lesson (only before 09:30). Students who fail to get a late card run the risk of being marked absent for the full day. Parents are always telephoned by 09:30 when a student is marked absent without authorization. Early-morning detention will apply to students who are repeatedly late, this includes late arrivals to any lesson, not only the first one.

Break Times

All MP 1 - 5 students must stay on campus during breaks. DP students are also encouraged to stay on campus during these times. Should they need to leave campus, they are required to sign in and sign out at reception.

The School Office

The school office opens at 08:30 hrs and closes at 17:00 hrs. The office is normally open to students only during breaks and before or after school hours, unless they have very urgent reasons. The secondary school office can be contacted via secondary@isecampus.nl

School calendar

The school study day and holiday overview can be found on [the school website](#).

The school calendar is available via the <https://www.isecampus.nl/calendar/>

Study Days and Holidays

ISE Holiday and Study Day Schedule 2024-2025		
Study Day	19 August 2024	
Study Day (Secondary Only)	18 September 2024	
Study Days	3 October 2024	4 October 2024
Autumn Holiday	21 October 2024	25 October 2024
Short Day (Secondary Only)	11 November 2024	
Short Day (Secondary Only)	13 November 2024	
Study Day	6 December 2024	
Study Days	19 December 2024	20 December 2024
Winter Holiday	23 December 2024	3 January 2025
Study Day	6 January 2025	
Short Day (Secondary Only)	29 January 2025	
Study Day (Primary Only)	31 January 2025	
Study Day	3 February 2025	
Carnival Holiday	3 March 2025	7 March 2025
Short Day (Secondary Only)	11 March 2025	
Study Day (Secondary Only)	27 March 2025	
Short Day (Secondary Only)	2 April 2025	
Short Day (Secondary Only)	17 April 2025	
Study Day	18 April 2025	
Spring Holiday	21 April 2025	2 May 2025
Liberation Day	5 May 2025	

Ascension Day	29 May 2025	30 May 2025
Whitsun Holiday	9 June 2025	
Study Day (Secondary Only)	10 June 2025	
Study Days (Primary Only)	23 June 2025	24 June 2025
Summer Holiday	7 July 2025	15 August 2025



Information about

School Fees

2024-2025

MP1-4 €7728

MP5 €7846

DP1 €8073

DP2 €8538

Registration fee per child €200

Refundable deposit per child €500 (Secondary only)

Company fee per child €600

*Companies paying the School Fee/Sponsor Contributions on behalf of their employees' children will pay an additional, non-refundable amount of €600 per school year per child. By contributing in this way the employer helps to ensure that the ISE school fees remain lower than they would be otherwise.

School Attendance Officer (leerplicht)

The ISE is a Dutch school and is therefore obliged to adhere to Dutch regulations. The Dutch Compulsory Education Act (leerplichtwet) requires parents to ensure that their children attend school, absence at will is not permitted. Details of the Dutch regulations and the Dutch Compulsory Education Act (leerplichtwet) for leave can be found [here](#) (this site also has information in English) and information from Eindhoven city (in Dutch) can be found [here](#). The ISE and the city (gemeente) are required to monitor attendance. There are occasions when the school may grant leave, however, in order to do so the request must meet strict criteria.

Students who are consistently reported late or have repeated absences due to illness are reported to the Health Authority called the Gemeentelijke Gezondheidsdiensten (GGD) for support and interventions. The School Attendance Officer provides accountability to students who have not maintained expectations for attendance, consequences and support to ensure that students are in school.

Top Talent accommodations

The International School Eindhoven falls under Dutch law and legislation within the law for secondary education (de wet op voortgezet onderwijs) and Dutch Compulsory Education Act (leerplichtwet). All students at the ISE must meet the 950 hour requirement of lesson time. The ISE is not a recognized Topsport Talent school

Under certain conditions the ISE can partially accommodate a student who needs to be exempted from regular lesson hours on a repeated basis in order to pursue the development of their talent (arts and sports). Accommodations can only be put in place at the ISE when a student has no other school option in the region due to limited Dutch proficiency and when they can provide the ISE with documented Top Talent Status within a national and/or international organisation with the NOC*NSF-status or a KNVB "Belofte Status". In the Netherlands top talent students are normally catered for by attending a so-called Topsport Talent school where talent development and education is integrated. Students requesting days off for set events and competitions also fall

under this policy.

Formal requests for exemptions need to be submitted to the Leader for Learning at the beginning of the academic year. Agreements will be formalized with parents and are subject to review on an annual basis.

Facilities and Cafeteria

Students and parents have access to a school cafeteria which is run by an external catering company. The cafeteria offers daily healthy options ranging from sandwich rolls to warm meals. Parents can set up their child's student card in order to provide credit for them to be able to buy items from the cafeteria more easily. Please note that the cafeteria does not accept cash payment.

Public Transportation

The ISE is accessible by public transport. Please consult www.9292.nl for the timetable of buses to the International School Eindhoven.

- Bus number 610 comes straight from Eindhoven central train/bus station to the ISE with no stops. This runs in the morning and in the afternoon taking into account school schedules (with the exception of school days that deviate from usual school times).
- Bus number 10 comes from the Eindhoven central train/bus station to the Achtsewegzuid (next to the school campus) and runs throughout the day. This bus stop requires a short walk from the road (Achtsewegzuid) to the school campus.

Request for visitors

The building and grounds of the ISE Campus are private property and may be entered by students currently registered at the ISE and their parents, employees of the Foundation, others contributing to the school's programme in any legitimate capacity, and those invited or hired to provide services to the school. All others must seek permission to enter. This includes former students and their parents, who must sign in as guests. Former students who wish to spend time at the ISE must seek permission from the Head well in advance. Casual friends of ISE students who are not ISE students must not be invited to enter the school building or grounds.



Absence policy

The school is required to keep accurate records of when a student is absent. Unauthorized absence is absence through skipping (truancy) or as a result of extreme tardiness for no good reason. The school aims to keep parents informed of this, and is also obliged to inform the school attendance officer. Authorized absence is when a student is absent because of illness, or other medical reasons, or has received formal approval from the school or the school attendance officer. In all incidents of absence, the school must be informed by the parents.

Absences due to illness

The local health services (GGD) provide guidelines to the school on frequency of absences related to illness. The goal is for students to be healthy and in school learning. When a student has three incidents of illness during a six week period, the school will contact parents in order to determine the best steps moving forward. When the frequency of illness goes beyond the GGD guidelines, the school will seek advice from the GGD on how to support the student and as a result, the GGD will invite the family for a consultation.

- In case of illness or any other unavoidable and unforeseen absence of a student, parents should inform the school by telephone or email to secondary@isecampus.nl before 08.45. Parents are requested to phone the school each morning of continued absence if the date of return has not been given.
- In the case of a pre-arranged absence, such as medical or dental treatment, which cannot take place outside school hours, the parents/guardians must request permission from the Head stating the reason for, and duration, of the absence.
- If a student becomes ill during the school day and cannot continue with the remaining lessons, they must report to the School Office. The Office will contact the Head or a member of the Leadership Team to gain permission for the student to go home. Permission to go home is only granted if it is possible to contact one of the parents/guardian by telephone.
- Students, who cannot participate in a Physical and Health Education lesson, must report to the PHE teacher, who will then decide whether the student can in fact follow the lesson or part of the lesson. At any rate, the student remains under the supervision of the PHE teacher, and must not stay in the changing rooms.
- If the illness or condition is only temporary, parents must request exemption from the lesson from the PHE teacher in writing, and the student may follow the lesson from the sidelines. Only the PHE teacher can give permission to deviate from this rule.
- Exemption from PHE classes will be granted only in cases of prolonged illness or a prolonged condition accompanied by a medical statement. The PHE teacher will decide in consultation with the Head of Secondary where the student must be during the PHE lesson.
- A student who has fallen behind in their studies as a result of absences, is expected to make up for this as soon as possible. If any major tests have been missed, the student must consult the subject teacher to make arrangements for re-scheduling the tests. The teacher is not obliged to re-schedule tests for any reason other than illness or leave of absence due to an emergency.



Lesson cancellations

When a teacher is absent, due to illness, attending training, conferences, excursions or trips, regular lessons cannot continue. Students will continue to attend the lesson which will be supervised by another teacher or an Educational Assistant. Teachers set assignments for their class so that learning can continue.

The absence of a teacher due to longer term illness is problematic, hard to predict and difficult to find immediate solutions. In such cases, we do not have a bank of supply teachers to call upon nor is it easy to find replacement teachers locally with the qualifications, experience, and approach we require. In order to manage such situations, until we can find a replacement teacher, lessons are supervised internally by another teacher or one of our Education Assistants.



School leave of absence

Requests for Extra Leave of Absence

For a full explanation of Leave Requests please follow this [LINK](#).

In accordance with the Dutch Compulsory Education Act, the school is subject to strict government guidelines for attendance. In accordance with Dutch law, all requests for leave must be made in advance at least 8 weeks before the date of the requested leave using the Application for Leave form which can be downloaded from [the school website](#).

All reasonable requests for proof of leave must be provided. All requests for leave must be kept at a minimum. Please be aware that taking leave without approval may lead to sanctions from the school's attendance officer.

Approval for a leave of absence will only be given in certain circumstances:

- **Extra leave because of exceptional circumstances**
This concerns circumstances closely related to the student's personal life, such as deaths of next of kin, serious illness of parents, anniversaries in the immediate family, weddings of members of the immediate family,
- **Extra leave for reason of holidays**
Leave will not be granted for leave to take a family holiday or trip.
- **Exemption for reasons of religious observances or duties**
The school will follow the guidelines set out by Dutch law.

Please note that no leave will be granted at the start or end of the school year or during exam or assessment periods.



Learning matters

School Library

The library constitutes an important part of the educational provision of the ISE. The library offers students and teachers a quiet and very pleasant learning environment. It has a stimulating influence on both staff and students who use it during study periods or lessons. Students of all years use the available materials and facilities to work on assignments, with or without the aid of computers, to study or just to read a book or a periodical. The library occupies a central area in the school. The Central Information desk, providing support for students and teachers and a work area for administrative activities, is situated in the Library.

The ISE library has a sizable collection of books, magazines and reference materials supported by up-to-date computer facilities for research and computer-assisted learning. In addition the library has netbooks for students to use. All netbooks can be used on the wireless educational network of the school and the Internet. Other ICT facilities include a scanner, printer and colour photocopier for the students to use. There is an automated catalogue and lending system.

More information can be found on the [Library homepage here](#).

Learning Management Systems and Timetable

All students are given a school email address with which they can access the Learning Management Systems (LMS) and other educational resources used by the school.

The Secondary School uses [Toddle](#) as our primary LMS. Through Toddle, students and parents can access the curriculum overviews, see deadlines for tasks, submit assignments and projects, check their grades, and receive their report cards.

To access their timetable, students can log into [SOM today](#).

Point of Information and Awesomeness Cards

Point of Information Card

If academic expectations are not met, teachers may, at their discretion, allow students more time.

The Point of Information (POI) Card is used to inform parents of concerns about:

- tasks not attempted or completed
- results that did not meet expectations
- required lesson materials not brought along
- assignment or task deadlines not met
- academic honesty issues
- disruptive behaviour in the lesson
- lesson rules and/or procedures not followed
- level of focus in the lesson
- phone use during school hours

Awesomeness Card

This card is sent home to recognise the importance of a positive attitude towards the development of effective study habits. It is also a sign of a productive working climate between teachers, students and parents. We are delighted to recognise student special efforts.

Bring Your Own Device and using Technology

The Secondary Department operates a Bring Your Own Device (BYOD) program, where students bring their own computer to school as their main technological tool for academic use. BYOD has grown widely in the educational setting with research showing an improvement in student accountability, growth in technology skills and the empowerment of student agency. This approach maximizes student agency and comfort with their device whilst allowing access to all the required software and mirrors the expectations of most Universities.

All students from MP1-DP2 must bring their own device to school for daily learning. The device must meet the requirements as outlined in the BYOD policy in order to fully participate in the learning process.

The school provides access to a filtered Wi-Fi Internet service, the BYOD wifi network. No other support, software or service will be provided by the school. This is beyond the scope of the ISE Devices policy, guidelines guidelines and student agreement.

Further details about BYOD can be found in the schools BYOD policy available on [the school's website](#).

Academic Integrity and Turnitin

As an IB World School, the ISE champions the principles of academic research and advocates ethical behaviour in the production and submission of authentic work. The ISE Secondary expects students to ethically use the ideas and work of others and promotes the concept of intellectual property. To that end, we support students in developing their ATL skills such as note-taking, referencing, researching, time-management and collaboration, so that they can feel confident in their abilities and become principled IB Learners.

Additionally, the school uses [Turnitin](#), an electronic detection service, as a way to identify academic dishonesty but also as a teaching tool through which to promote good practice. Students are shown how it works and have opportunities to use it themselves.

For more information about academic malpractice in all its forms, including intentional plagiarism, unintentional plagiarism, collusion, the use of AI and other misconduct, as well as the school's procedure for investigating potential incidents of misconduct, please refer to our [Academic Integrity Policy](#).



Home learning & learning outside the classroom

Home learning

Students working independently on tasks is an implicit part of the teaching and learning process. Home learning either complements or develops the learning activity taking place in the classroom and as such is an essential part of the curriculum.

Students, parents and teachers work together in partnership to improve the student's chances of success.

Further details are outlined in the school's home learning policy available on [the school's website](#).

Learning outside the classroom

Throughout the school year a number of excursions are organised to support student learning and use the resources of our community where possible. For example, students might be off timetable for a guest speaker, performance, or workshop related to the curriculum, or students might travel off campus to areas like Strijp-S to engage in the Arts and Sciences. Our Service as Action and CAS programmes in particular encourage students to engage in a wide range of community service, sporting, and creative activities that take students to different areas around Eindhoven. All these activities are important components of the IB Programmes and students are expected to participate.

In addition, the school offers a number of overnight trips, excursions and activities throughout the year. Each year group has a dedicated activity week during the school year. These trips are an important moment for students to bond, and we expect all our students to participate. The school also offers optional trips for specific year groups, such as a ski and snowboard trip to Austria, cultural trip to London, Economics trip to Geneva and surfing camp in Portugal for an additional fee. These activities provide learning opportunities to develop skills, such as perseverance, resilience, caring, reliability, patience, risk-taking and team-work.

The school calendar is kept up to date with all events and activities. The organising staff member informs parents in advance with the details of the activities.



Additional support

Learning Support

The Learning Support Team engages students who have been identified as having specific challenges to their learning. Support students may have diagnoses, social emotional needs or academic needs. Learning Support is composed of the Learning Support Coordinator, the Individual Needs Teacher, Remedial Specialists, the Educational Assistant, coaches and counsellors.

- The Learning Support Team works with students to develop the skills and strategies they need to become independent learners who can access our curriculum.
- The team defines accommodations and modifications, and offers remediation and differentiated instruction.
- Once the student has set their personal improvement goals our team collaborates to implement specific strategies to reach those goals.
- The team stimulates our students to self-reflect and be aware of their personal process. Through regular evaluation with students and parents the team strives to offer the specific support the students need.
- The team teaches mini-lessons about study skills, philosophy, neurodiversity and any other topics that might help our students to take the next step in their development.
- The team assists students to plan and process their academic assignments, and work on their social and executive skills by doing fun activities.
- Our coaches and counsellors also work on social emotional well-being, identifying strengths and challenges, and a range of other topics.
- Throughout the team collaborates with the teachers to ensure that acquired skills and helpful strategies are transferred into the mainstream classroom so that students have a successful learning experience.
- The team works alongside parents/guardians, to gain mutual understanding of their child's strengths and challenges.
- As a team we strive to empower and inspire our students to reach their full potential in all areas of their development.

Pastoral Programme

The student support system at the ISE Secondary School revolves around the pastoral care team. The central figure of this team is the Year Tutor. The Year Tutor is a link between parents, students and the school. Each class has a year tutor who is responsible for supporting the individual student needs. Each class meets weekly with their year tutor. During tutorials different topics are covered, all with the theme of helping students to develop skills to support themselves throughout their time at school.

The school has a social worker assigned who can become involved to additionally support students and families. This can be in an educational capacity or social emotional support.

English Language Learning (ELL)

Students who meet the requirements for admission to the ISE and the Middle Years programme but have limited proficiency in English, will be placed in the ELL support programme. Students who enter the Diploma programme are expected to have a level of English proficiency in order to access all IB Diploma courses. The ELL Coordinator is responsible for the ELL programme.

Course content

- New students are assessed in English language proficiency if their background indicates that they will not be able to cope with English as the language of instruction. These assessments help to establish the level of support that a student needs.
- All ELL students are placed in a MYP year group and follow a pull-out support programme at one of three levels — beginner, intermediate and advanced.

- ELL beginner level students are withdrawn from the highest number of mainstream lessons. Mainstream subjects are added as a student's proficiency in English improves.
- It is possible to vary an ELL student's subject package for example, adding a Language B at beginner level if a student has some prior knowledge of that language.
- New ELL students are often placed at beginner level when they may already have some English proficiency. A limited mainstream subject package can ease the adjustment to a new school environment.
- Decisions to add subjects to an ELL student's package and eventual exit from the programme are taken at the four report times in the school year: first progress, mid-year, second progress and end-of-year.
- The ELL lessons are scheduled across the 29-hour timetable and contain a mix of students from all five MYP year groups. The progression of an ELL student within the programme is linked to many factors such as age and knowledge of English at entry to the programme, ELL support can last for up to 3 years.
- All decisions concerning an ELL student, beginning with entry to the ISE Secondary School and level of initial support in the ELL programme and eventual exit, are made in consultation with parents.
- Any students who have been in English medium education for longer than three years will be considered for the Language and Literature programme.

Careers

Careers and higher education guidance counselling is available to all our secondary school students, and is aimed at supporting decisions regarding education within the school (e.g. choice of subjects for MP4-5 and the IB Diploma) and higher or vocational education beyond school. Careers counselling and guidance is based on teamwork between the year tutors, the IB Coordinators, subject teachers, and the school Careers Counsellor, who together ensure that students have the most suitable information, support and advice to arrive at decisions which best fit their abilities and career aspirations.

Careers counselling as preparation for the IB Diploma Programme

The majority of MP5 students continue their studies in the IB Diploma programme. These students are provided with guidance on the most appropriate subject package for their longer-term career development. Students who do not continue their studies at IB-level receive advice about other possibilities open to them, particularly within the Netherlands.

Careers counselling for tertiary education

The careers office stocks a range of resources, and the school Careers Counsellor is experienced in assisting students with their applications to colleges and universities around the world. Our aim is to find the best fit for our students' abilities and career ambitions, and to work alongside students to support them in reaching their true potential.



Safeguarding

The ISE places our students' safety and well-being as a high priority, and we have a responsibility to ensure our students' rights and their best interests are met. We will act whenever safeguarding issues have been identified or suspected. We also believe it is important to empower and educate our students on their rights, personal safety and steps they can take if there is a problem.

We ensure that all ISE staff are regularly informed about safeguarding matters and undergo annual child protection for international schools training. All adults who are employed, volunteers or individuals who are regularly on the school campus must go through a criminal check (VOG - verklaring omtrent het gedrag).

The ISE is a Dutch international school and therefore must adhere to legal expectations in the Netherlands. We also adhere to the United Nations Convention on the Rights of the Child (UNCRC). This is a legally-binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities.

Further details about the ISE Child Protection and Safeguarding policy can be found [here](#) and is available on [the school website](#).

Anti-bullying policy

Every child has the right to develop and learn in a safe school environment. The school strives to ensure a safe school environment for all its students and to support this a policy is developed which focuses on prevention, identifying, immediate action and follow up in situations regarding bullying.

Any identification of bullying situations should be immediately reported to the year tutor, a member of the Student Team or a trusted member of staff.

General Points

- Anti-Bullying units are part of the Year Tutor (YT) lessons for all classes.
- The YT discusses general rules at the beginning of the school year. These include the specific rules regarding bullying and teasing; bullying should always be reported and be considered offering help rather than telling tales.
- Documentation of all incidents and dealings with bullying will be kept in the student records in the Student Team and in the YT file.
- The approach of the ISE in a suspected incident, involves members of staff (including teachers, YT, Student Team members, Learning Support Department, parents, bully, victim, followers and silent bystanders).
- Parents who report bullying will be taken seriously. The school will work with the parents on how to best solve a situation of bullying. This includes providing advice and potential referrals to external specialists.
- When repeated behaviours are observed involving the same student, the leadership team is informed and disciplinary measures are discussed. These may include internal or external suspension.

Action Plan Bullying including Peer to Peer Abuse

Every report of bullying should be taken seriously

Step 1: Every student has the right and the duty to report a bullying situation to the YT, the Student Team staff, or a trusted member of staff. During this meeting the adult will aim to clarify the situation as much as possible.

Step 2: The situation will be brought to the YT, who will bring this to the YT meeting. Strategies will be discussed and determined. These include meetings and processes with the victim, the bully, the followers, the silent bystanders and parents. The YT, members of the Student Team and/or the Learning Support Department

Step 3: Monitoring of behaviour of the students involved will continue for a substantial period. As a result, disciplinary measures may be put into place should behaviours not stop.

Roles and Responsibilities

Subject Teachers:

- To monitor behaviours of all students in their class
- To report issues to the YT, a member of the Student Team or Learning Support Department
- When approached by a student to have the initial meeting directly or as soon as possible, in this meeting they will aim to clarify the situation and to ensure the reporter of the issue that measures will be taken and support is available.

Year Tutor:

- To monitor behaviours of all students in their class(es).
To address the topic of bullying during YT lessons ; taught within YT curriculum
- When the YT is approached by a student, (s)he will have the initial meeting directly or as soon as possible. In this meeting they will aim to clarify the situation and ensure the reporter of the issue that measures will be taken and support is available.
- To bring bullying issues to the YT meetings. In an acute situation seek support from a member of the Student Team or the Learning Support Department
- When necessary the YT will explicitly work with their group on bullying. The approach will include the role of the bully, the victim, the followers, and the silent bystanders.
- To keep a log of all bullying situations, to be kept in the YT records.
- Members of Student Team and/or Learning Support Department
- Support the discussions and determining of strategies
- Support meetings with students, groups, parents and/or other members of staff
- Execute interventions (e.g. counselling) with individual students involved
- Keep records of interventions and their progress in the Support Department records
- Report back to the YT (meeting)

Prevention of Unwanted Sexual Advances

In accordance with its aims and objectives, the school considers its task to oppose any form of discrimination and intimidation, including unwanted sexual advances. It is desirable that there exists a learning and working atmosphere within the school such that neither students nor members of personnel will tolerate unwanted sexual advances. In order to create such an atmosphere the school has produced a code of conduct concerning the interaction between students, between members of personnel, and between students and personnel.

Evacuation Procedure

The school has an evacuation plan and trained staff to ensure safety procedures are met. Each year the school runs staff training and evacuation drills, Students are made aware of evacuation procedures through their year tutors and through partaking in regulated evacuation drills.

Details about the ISE Evacuation plan available on the school website.

Nut free school

The ISE is a nut free school. Within our community we have several students, and staff who suffer from nut allergies including some with extremely severe, potentially life threatening allergy. We ask that our community pay particular attention to the food and snacks they bring to school. We ask to refrain from food products such as peanut butter, Nutella, hazelnut pastes and foods containing nuts like nut chocolate bars or candy and cookies containing nuts. We ask that parents discuss this matter with their child so they understand and can be supportive of this decision.

Privacy and Student Photographs

Photographs of students will only be used with consent from parents and/or students in line with general Data Protection Regulation (GDPR) regulations. GDPR requires all organisations within the EU to provide even greater protection, in particular, on how the school processes personal data such as the photos and videos of students. The school is required by law to ask permission from the legal representatives of a student under the age of 16 for the use of visual material for non-educational purposes such as if we wanted to share photos of a school trip online, on Whatsapp or in our newsletters. If a student is aged 16 or older they have the right to give their own permission.

Visual material for non-educational purposes is based on the following principles:

1. Only teachers or employees of the school should take photographs or film students during lessons in the classroom.
2. If a third party comes into school to video or take photographs, they will have to sign a contract with us which states that they will conform to the GDPR requirements.

Video and photographic recordings are vitally important learning and communication tools for our school. They enable teachers to provide feedback to students, to explain concepts, or to provide students with opportunities to develop their own creativity. They also are used to share with others our approach to teaching and the extremely diverse range of extracurricular activities, school trips and other special activities that are offered to ISE students. No permission is required for using such visual imagery for exclusively educational reasons.

The ISE uses G Suite for Education. G Suite for Education is a set of education productivity tools from Google including Gmail, Calendar, Docs, Classroom and more, used by tens of millions of students and teachers around the world. At the ISE, students will use their G Suite accounts to complete assignments, communicate with their teachers, sign in to their Chromebooks, and learn 21st-century digital citizenship skills. The school, through the permission form at the start of the year, seeks permission from parents to provide and manage a G Suite for Education account for their child(ren).

Teachers with class lists that include student photographs, may have access to these in their own classroom. However, these lists should not be distributed to others, and the teacher should restrict access to this material.

In line with GDPR, we have a Data Protection Officer in place. This person creates policies and procedures that will ensure the school (i) only record and use such visual imagery that is necessary, (ii) only use them for the purpose we initially planned, (iii) restrict access to these recordings, and (iv) delete them after a certain period.

At the start of each new school year, parents and students over 16 years are sent a permission form where they can give or withhold permission for their child(ren)'s for the following circumstances:

- Permission to use recognisable non-educational photos or videos (including live streaming) of their child(ren) in printed material of the school, on photo collages in the school, in printed materials of SILFO, on public websites of the school, on social media accounts of the school.
- Permission to use the full name of the students in relation to recognisable non-educational photos or videos (including live streaming) of their child(ren) in printed material of the school, on photo collages in the school, in printed materials of SILFO, on public websites of the school, on social media accounts of the school.
- Permission to share the student's name with parents for a class list
- Permission to use student's name for newsletter, year books and weekly activities
- Permissions for contact information to be shared with the class parent
- Permission for the ISE to create/maintain a G Suite for Education account for the student
- Permission for the ISE to maintain a Toddle (teaching and learning platform used by the school) account

We have a duty of care to ensure all students feel safe and secure while on school premises. Thus, our school should never be considered as a public place that everyone has the right to access, but rather we can, and will, restrict access to certain people under certain conditions. We understand that some parents will want to take video and photographs of their children during special events, and there is no way practically that we can monitor such photography. On the other hand there may be some children and parents who may not want other parents or students to take pictures of their child or themselves. Thus, we ask parents and students to be cautious about making and publishing any photograph. Furthermore, if image material is copied by parents or students from the secure part of the school website or if the parent/student takes such video or photographs themselves during one of these special school events, and then they share this material via social media, this is no longer the responsibility of the school. The parent or student who does this becomes responsible. Therefore parents are asked to take great care when distributing such material.

Learning outcomes & examination regulations



Assessments and exams

Assessment and exams

All assessment is carried out by ISE Secondary Department teachers and standardisation is carried out to ensure international standards of teaching and learning are maintained. All students participate in continuous assessments throughout the year, and each student's accomplishment is recorded on the school's teaching and learning platform called Toddle.

MYP Assessment

The MYP uses a criteria-based grading system based on a student's developmental ability. Teachers use a combination of formative and summative tasks in order to assess a student's strengths, weaknesses, and skills development throughout the year. Each subject has four criteria (A-D), and teachers use a "best fit" approach (not an average or percentage), in order to determine a student's level of learning by the final report. Information about the different criteria for each subject and how the criteria add up in the IB's overall Grade Boundaries can be found on Toddle and at the end of each student's report. The criteria can also be found in the [MYP Subject briefs](#) on the IB's website.

Students who complete the final year of the MYP programme and all its requirements are also eligible to receive their IB MYP Course Results. In order to qualify, students must complete both the Personal Project and Service as Action Programme. To receive a passing report at the end of MP5, students must also obtain a minimum of 28 points, must not have a grade of less than 2 in each subject group, must not have a grade of less than 3 in their Personal Project and must have completed the Service as Action component to the satisfaction of the school.

Students who enter our International Baccalaureate Diploma Programme must meet the minimum MYP requirements as stated above. Please note, meeting the minimum requirement is not an automatic guarantee of admission into the International Baccalaureate Diploma Programme (DP). The final decision is left at the discretion of the school.

DP Assessment

Final examinations take place at the end of the second DP year. These examinations evaluate the extent to which the general objectives of the DP have been achieved. Consequently they attempt to assess not the student's ability to memorise, but the extent to which they have acquired a real understanding of the subject examined and of the links between subjects.

The final mark includes a substantial element of internal assessment carried out during the two years of each course. Internal assessment (which is externally 'moderated' or checked) may consist of: oral presentations and discussions; course work, portfolios, essays; practicals and laboratory work; studio work; fieldwork; projects.

The CAS commitment should reflect engagement in a range of meaningful activities, across the three areas, over a period of time. Such commitment roughly translates into purposeful activity for four to five hours each week over the course of the two years. The student's programme is evaluated by activity leaders, the CAS coordinator, CAS Supervisors and Advisors, and the students' self-evaluation journals recorded on Toddle.

External Assessment includes written examinations in all subjects (except for Visual Arts); The Extended Essay; written assignments in studies in language and literature A, written assignments and Theory of Knowledge.

Students must be deemed to be in good standing with the school in order to be admitted to the programme and/or the final examinations and for final certificates and diplomas to be released. 'Good standing' refers to the prompt payment of fees and

other costs, a satisfactory attendance and behaviour record, and the return of all school materials.

Examination Periods

There are no end-of-year examinations for MP1-4 students. In MP5, students start participating in assessment weeks in December and July in order to prepare them for further study. Please note the assessments/exams are not cumulative and the content and format varies by subject. DP1 students also participate in assessment weeks in December and July in order to assess their progress and prepare them for their IBDP exams in DP2. DP2 students participate in a mock exam cycle, usually in February, to determine predicted grades and help prepare them for their final DP Assessments in April/May. Please note that MP5 and DP students must sign the [Programme of Assessment and Examination](#), which has more information about the exam requirement.

For more information about assessments and practices, please refer to the [Secondary Assessment Policy](#).

Reports and results

The ISE uses the teaching and learning platform Toddle to document major assessment and achievement grades. All students and parents have access to this platform in order to view the data regularly. In addition, reporting is done four times in the school year generally in November, February, April, and July. The first and third report are progress reports that reflect the student's academic progress at that point in time and are not necessarily based on a precise sum of all assessment criteria. The second and fourth reports are full reports that include all criteria in the MYP and grades-to-date in the DP, as well as a conversion to the IB Grade Boundaries on a 1-7 scale. All reports include judgments on the cross-curricular skills to provide more information on the student's performance in each subject.

If a student is to join a class during the school year a report might not be issued straight away if assessment of the student is not yet sufficient. The teacher may decide to award cross curricular skills only, at the discretion of the curriculum team.

For parents & students



Rights and responsibilities

Communicating Concerns

Occasionally parents may wish to register a concern about some aspect of the school. We hope to deal with such concerns in a professional and positive manner, and to arrive at an outcome which is in the best interests of both the student and of the rest of the school.

However, we do ask parents to observe the correct procedures. When a parent has a concern related to a specific subject, we advise them to contact the school office secondary@isecampus.nl, who will direct your concern to the appropriate person accordingly. If it is a concern about your child's general progress, or a behaviour issue, please make an appointment with the Year Tutor.

We ask parents to discuss matters privately with a teacher or Year Tutor. All appointments must be made via the school office.

Parents' Committee

Elected by the parents, the objectives of the Parents committee are as follows:

1. to promote the general well-being of the school community,
2. to create an atmosphere of cooperation between parents, teachers and students,
3. to represent the interests of the parents.

The Parents Committee tries to achieve its objectives by:

- regularly holding committee meetings,
- organising social events,
- consulting regularly with the school management and other groups within the school,
- holding at least one annual general meeting (AGM),
- offering advice and information to the parents,
- supporting extra-curricular activities,
- raising and administering the funds necessary to further the above objectives,

Positions of the Parents Committee

- Chairperson
- Secretary
- Volunteer Parent Coordinator
- Treasurer
- Member
- Member
- Member

Student Council

The ISE Secondary School Student Council consists of elected class representatives from each class. The aims of the Student Council are:

1. to represent the interests of the students within the school,

2. to support the development of the school,
3. to promote communication between all members of the school community,
4. to give advice to the MR,
5. to support extracurricular activities within the school.

The Student Council meets regularly. Any student can bring matters to the attention of the Student Council usually by means of the class representative.

Medezeggenschapsraad (MR)

The Medezeggenschapsraad (MR) is a consultative and representative school council through which teaching staff, support staff, students and parents advise the school board and school leadership on issues regarding the educational, financial and administrative policy of the school. Many proposals related to these issues require official consent of this council before they can be implemented.

The members of the MR are elected from personnel and the parent/student body. **The ISE representatives** in the council of the secondary departemnt are:

Mr G. van Gelderen, MR-representative on behalf of the support staff of the ISE Secondary School.

Mr S. Hendriks, MR-representative on behalf of the teaching staff of the ISE Secondary School.

Ms A. Keen, MR-representative on behalf of the students.

Mr E. Spaans, MR-representative on behalf of the parents.

Student Agency & Expectations

Our **High-Quality Learning** at the ISE aims to nurture responsible, reflective, and active lifelong learners who take ownership of their learning and skills development, demonstrating a mindset of lifelong learning. You can find the ISE HQL statement [here](#).

We develop student ownership over the learning process by supporting students in articulating what they are learning, how they learn best, and where they need to go in their learning in our **Learning Showcase** and **Student-Led Conferences** starting in the first year of the Middle Year Programme to the Diploma Programme. Students are coached in how and expected to lead conversations with their parents and teachers in the showcase and conferences so that they can develop the kind of self-knowledge and confidence necessary to advocate for themselves as learners.

Additionally, as part of our teaching and learning, students are often given **choice** in activities, and sometimes even in the content of units and how they show their learning on summative assessment tasks. This supports their later development in MYP years 4 and 5 and in the Diploma Programme when students make choices in their subject packages to help them tailor their learning to their interests.

It is extremely important that students see their agency in the learning process, so that they can take responsibility for their actions, both as learners of the curriculum and as members of our community, in line with our code of conduct.

All secondary students are expected to take ownership of their learning and are therefore expected to sign into the school's teaching and learning platform Toddle every day in order to access and follow instructions as indicated by the subject teacher and to complete the assigned tasks set by the given deadline.

Code of Conduct

The ISE Secondary Department operates on the understanding that all students have a right to learn. The school community believes all students should work towards creating a climate that is positive and productive. No student has the right to choose behaviour or rhetoric that infringes upon the rights or well-being of others. We work to provide a climate that caters to the socio-emotional needs of our students and acknowledges their multiple and intersecting identities.

School-Wide Expectations

The whole school community is expected to:

1. show consideration, courtesy, and respect to others and their property. This includes the need to participate in keeping the school both clean and tidy, and being careful to protect its property from damage,
2. attend class regularly and on time,
3. abide by rules established by the school which will help to maintain a positive learning environment,
4. demonstrate active concern for one's own safety and for the safety of others,
5. be a positive representative of the school.

Classroom Expectations

Each teacher has a code of behaviour which will contribute to a positive learning environment in his or her class. This code of behaviour will be communicated to and/or discussed with the students in the first weeks of school.

Encouragements and consequences

Staff at the ISE Secondary Department will continue to ensure that positive behaviour is given recognition. The staff is committed to good communication between teachers and students, and between school and home. This may come in the form of Year Tutors making encouraging phone calls or sending positive notes home. Our goal is to help students take agency for their behaviour, their decisions and their choices by developing self-awareness and the skill to self-reflect.

A teacher may send a Point of Information card to keep parents informed about their child, particularly when the student may not have met expectations in terms of behaviour and academic performance within the course. The Point of Information card in itself is not a consequence but a notice to parents about an issue that has happened at school and how it has been addressed. The Year Tutor will also receive a copy of the correspondence, and where a pattern occurs, the teacher or the year tutor may request a meeting with the parents.

Lesson changes during the school day

Lessons or room changes are announced on Toddle and updated in the students' timetable in SOMToday (the secondary department school management, scheduling and students information platform). Students must check their timetables in SOMToday and Toddle regularly.

If a teacher is not present at the start of a lesson, the class is expected to wait quietly while the class representative goes to the school office to enquire. The school strives to cover all lessons when a teacher is absent and therefore, students are not allowed to leave school when there is a canceled lesson. On rare occasions, older students may be allowed to complete their work at home, as long as this has been communicated on Toddle/SOMToday. Students in MP1-5 do not have free lessons. DP students have study lessons in their timetable. Study periods must be used sensibly and usefully for school purposes. During these times students are expected to be working in the library or DP study area.

Suspensions and Detentions

A student may be assigned to lunch-time, or after-school detention, particularly where lateness or failure to complete an assignment, is concerned. The ISE has a policy in regards to late arrivals to lessons. Should a student have incurred more than three late arrivals per term, they will be issued with a morning detention.

In-school or in more severe cases, outside-school suspensions may be assigned to a student as a result of failing to demonstrate the required change of behaviour despite earlier efforts made by the school. An in-school or outside-school suspension may also be applied when there is a major break in the schools rules or its code of conduct.

General Rules of Conduct

1. In an effort to keep the school environment clean, and to protect particular school property from damage (e.g. computers, books), the consumption of food and beverages is restricted to the auditorium and the playground. Gum chewing is not allowed. Everyone is also expected to dispose of rubbish in the bins provided, and to clean up any spills/mess that may occur. As a member of the school community, we also expect students to help clean up even when they may not be directly responsible for the mess.
2. Where teachers give permission, a bottle of water may be taken into the classroom.
3. Smoking and vaping are not allowed on or around the campus. 'Around the campus' includes the surrounding woodland, all streets, sidewalks or paths that immediately surround the school, or any location that is visible from the school property. Smoking in public buildings is prohibited by law.
4. A student may leave the classroom only after receiving teacher permission.
5. For reasons of safety and confidentiality, students may not be in the classrooms without supervision, or without the express permission of their teacher. It is the teacher's responsibility to direct the arrangement/environment of the classroom. Students, therefore, should not open or close windows, blinds, curtains, or radiators, unless instructed to do so by the teacher. Exceptions may be made, particularly with respect to Diploma students.
However, where classrooms are shared by teachers, a common understanding for student access must be reached by all teachers involved.
6. During school hours students may only be in the bicycle park to either park or pick up their bicycles or mopeds. No bikes should be left in the bike park.
7. The possession or consumption of alcohol by students, either on school property or during a school event or activities off campus, is forbidden. It is also unacceptable to arrive at any school function under the influence of alcohol. Failure to

comply with this rule, will result in the student being sent home. It will also lead to an automatic suspension, the length of which will be determined by the Student Team in consultation with the staff involved.

8. The possession or use of drugs or other illegal substances is forbidden in school or during activities organized by the school or associated with the school. Students suspected of being under the influence of drugs will be sent home, and will face suspension, the length of which will be determined by the Leadership Team in consultation with the staff involved. Students who bring drugs or dangerous substances into the school will normally be expelled from school and reported to the police. For many ISE students, this is likely to mean that a suitable alternative school in the area is not possible, and that it will be, therefore, challenging to find a suitable school.
9. For reasons of supervision, at the end of the school day, students must leave the campus promptly unless involved in an agreed and supervised activity, including study or research in the library, or after school activity.
10. Electronic devices may be used only during break times or if the supervising teacher gives permission, and provided the volume and headphones are such that no one can hear. Headphones are not to be worn outside of times used above and electronic devices should be stored away. A typical response would be to remind the student of the rule and have them put the item away. Where a student repetitively needs to be told, or where the use of the electronic device is truly interruptive the teacher may confiscate the item and leave it with the Head or member of the Student Team for safe keeping.
11. Mobile phones may only be used at break times or if the supervising teacher gives permission. A typical response would be to remind the student of the rule and have they put the item away. Where a student repetitively needs to be told, or where the use of the electronic device is truly interruptive the teacher may confiscate the item and leave it with the Head or member of the Student for safe keeping.
12. During school overnight trips students will only be permitted to use their mobile phones during set times.
13. Out of respect for privacy and AVG rules, recording, photographing, of anyone, without obtaining advanced permission, is not permitted. This also includes the posting/publishing of any material on the internet, without the consent of those involved.
14. Students should not wear clothing that may be offensive or disrespectful to others. All clothing must conform to reasonable standards of modesty and good taste.
15. The wearing of hats or caps (including headscarves and bandanas) inside the school is not allowed. Students who can show that they wear a head covering for religious reasons may be exempted from this restriction.
16. Skateboarding is not allowed at any time in or around the school campus.
17. DP students are encouraged to remain on campus during breaks, cancelled lessons and study periods. If DP students leave the school campus during school hours, they must sign-in and/or sign-out at reception.
18. Students may spend the break in the Auditorium, the Library or in the designated outside areas on the Campus. Students may not be inside the buildings, with the exception of the Owl
19. Students must bring appropriate sports clothes to each lesson, such as shorts, T-shirt, jogging pants and jacket. Students must have both indoor and outdoor sports shoes. Building (cafeteria) or the Rabbit area. Students may not leave the premises. At the end of the break students wait quietly for their teacher at the classroom door.
20. Mopeds and bicycles must be locked and left in the bicycle area and must not be ridden beyond the bike park. Mopeds and bicycles must not be placed in a position that hinders free entrance to and exit from the bicycle park. The school is not responsible for theft of or damage to mopeds or bicycles.

Note about PHE expectations

All MYP students are expected to attend PHE lessons. If a student is medically or otherwise unable to follow a PHE class, they must give the PHE teacher a written note from the parents or the doctor stating the reason. Any prolonged illness or injury should be reported to the Head of Secondary. Valuable items should not be left in the changing rooms during PHE lessons. The PHE teacher and the school cannot be held responsible for items, which are lost or stolen.



Partnership with parents

A successful school is very much the result of a partnership between the school and home. The school will do everything possible to put its guiding statements into practice. At the same time the school hopes that parents will support their children, the school and the school community by such actions as:

- ensuring your child attends school regularly,
- ensuring your child gets enough sleep and eats a diet which will support an alert brain and a healthy body,
- providing a reasonably peaceful and suitable place in which students can do their home learning,
- making it clear to your child that you value learning and encouraging your child in their learning tasks,
- helping your child with the organisational and socio-emotional skills required for independent study,
- checking Toddle, our Learning Management System,
- occasionally to see what your child is learning and to keep up to date with their grades,
- ensuring your child keeps up with home learning and other commitments, and attends school with the correct equipment,
- ensuring your child attends non-lesson days such as Sports Day, or other similar activities which reinforce positive values and team spirit,
- attending Student-led Conferences and information evenings,
- supporting school activities, such as musicals, concerts and exhibitions,
- encouraging your child to enrol in extracurricular activities, and to attend these regularly,
- supporting our Parents Committee and the events that they organise,
- volunteering along with other parents to help support various aspects of the school,
- notifying the school office in writing of any change of address and/or telephone number via secondary@isecampus.nl,
- providing the school with updated emergency contact information.

Additionally, we see parents as very much a part of our learning community, which is expected to:

- Understand and model the school's [guiding statements](#) and curriculum.
- Be actively involved in students' learning, skills development, and socio-emotional wellbeing.
- Support students in becoming reflective and independent lifelong learners.
- Demonstrate an awareness and respect for both the local culture and language and the diverse cultures and languages of our community.
- Contribute to learning opportunities at home, in the classroom, and in the school community through their own expertise and experience.
- Communicate in a caring and respectful manner.

Together we can do so much to support our children's education.

Communication with Parents

Communication between the school and parents is mainly carried out via by Toddle for grades and the curriculum or by email, including [monthly newsletters](#), notices from the school, communication with the year tutor and invitations to events. Please make sure the school office has your most up-to-date email details.

All communication is centralized in order to be able to effectively and efficiently respond to any correspondence from parents. In addition to the Year Tutor, we have a number of leader roles that support teaching and learning such as Subject Leader, and Student Coordinators, who assist in addressing parent questions, concerns or queries. By centralizing communication we ensure that the Year Tutor as well as other relevant members of staff(s) are aware of and can support any concerns or questions that might be sent to teachers.

In order to contact a teacher, or Year Tutor we ask that you send your email to the school office secondary@isecampus.nl who will ensure the teacher or the Year Tutor and the other necessary parties are informed. General questions about subject packages, courses or the curriculum, should be sent to the school office for the attention of the Curriculum Team. When there is a confidential matter about your child, an email should be sent to the school office for the attention of the Year Tutor stating that you have a confidential matter to discuss and the Year Tutor will follow up.

Parents on Campus

The ISE is an open, friendly space where all members of our community should feel welcome. We aspire to live up to our motto of More Than a School where our community can participate fully in the life of our school.

In order to support a peaceful and safe school environment all members of the community are asked to adhere to the expectations as outlined below and the Parent Code of Conduct which can be found on the school website.

- Show respect for the views, opinions and cultural differences of all those within our community;
- Respect our caring ethos, and the values of our school, by using appropriate language and displaying respectful behaviours towards all members of our school community;
- Make an appointment in advance when there is a need to meet with members of staff;
- Be respectful of meeting times that have been scheduled with members of staff;
- Respect the rules of the road, including parking carefully, giving way to cyclists and avoid parking, waiting or stopping in areas which must be kept clear;
- Refrain from bringing nuts and nut products to school;
- Dogs (other than guide dogs) are not permitted on to the school campus;

The school may feel it is necessary to take action by contacting the appropriate authorities and/or sadly, consider banning the offending adult from entering the school premises should there be a breach of the Parent Code of Conduct.



General Requirements

General Requirements

Residence Permits and Burger service nummer (BSN)

It is assumed that students who apply for admission to the ISE are in the possession of a residence permit or are eligible to apply for one. All students must also provide the school with their Citizen Service Number, known as a Burger service nummer (BSN).

Admissions

Compulsory School age

In the Netherlands all children from the age of 5 years are required to attend some form of education until they receive a school leaving qualification. The Dutch Compulsory Education Act requires parents to ensure that their children attend school. The school and the city are required to monitor attendance.

Admission Policy

The ISE is state funded and therefore has to comply with regulations on the admission of students. These regulations can be found in the Regulation on International Oriented Secondary Schools 2010 (IGVO-regeling 2010), article 8. Please refer to the [ISE Admission policy](#) and [application for admission](#).

Withdrawal

Withdrawal from the ISE must be given in writing to the school in advance (30 days) of the date of departure. Parents must provide details of the next school. Parents must ensure they unregister their child(ren) with the local town hall (gemeente) if they are leaving Eindhoven and/or the Netherlands based on the date they withdraw from the school in order to comply with Dutch school attendance regulations.

Requests for the preparation of references and official transcripts should be made at least two weeks in advance.

School fees, deposits, insurance, sponsorship, etc.

There is a one-time, non-returnable application fee of 200 euros which is charged when a parent first applies for admission for their child at the ISE Secondary Department.

The ISE Secondary Department school fees are payable to the Stichting Internationaal en Lokaal Funderend Onderwijs (SILFO).

Parents may contact the Finance Department with any queries about school fees at fz@SILFO.nl.

School Fees and School-related costs

Information about school fees are sent to parents when they join the school and each school year. Each year parents are expected to complete a School Fees Agreement for each child. The agreement must be submitted to the school office by the start of the new school year unless other conditions are set in writing for the parents/guardians of an individual student. The agreement includes the method of payment. Failure to submit a school agreement form in time or within 14 days of a student's enrolment may lead to collection charges and/or the suspension of the student from the ISE.

School-related costs are included in the total school fees parents are expected to pay per child. School-related costs are used for examination fees (DP students) and various subject related excursions and trips where the students are expected to attend.

The school fees overview can be found on the school website.

Forms of payment

a. Payment by employer

When the employer assumes responsibility for paying the employee's school fees the total sum must be transferred before 31 October 2024 or the employer may pay in 8 monthly installments from October until May.

b. Payment by parents

The school fees will be paid via direct debit from the parents bank account in 8 monthly installments from October until May or a one-time payment before 1st November 2024.

School fees when registering during the school year

Students joining later in the school year are charged a proportional amount. In the case where a student is registered for only part of a year, if the student registers before the 16th day of a month, the full monthly amount will be due. In case of a student registering after the 15th day of a month, then half the monthly amount for that month will be due.

Refunds when departing during the school year

If a student's registration is terminated before the 16th day of a month, half the monthly amount for that month will be due. If a student's registration is terminated after the 15th day of a month, the full monthly amount for that month will be due.

Payment by employers

No refunds are made in the case of payment by employers. A one-time only, returnable (without interest) deposit of 500 euros is paid when the student joins the ISE Secondary School. This amount will be refunded in full when the student leaves the ISE, providing all books and materials have been returned, fee payments are up to date and all other obligations have been met.

Other expenses

School supplies and equipment

Students have to buy various school supplies. A full list can be found on the school website and in the welcome pack issued to all new students. Students in MP4, 5 and DP are expected to purchase their own graphics calculator for Mathematics, and are likely to cost approximately 100 euros. Exact details about the model to buy can be found in the students supply list.

The Secondary Department has a Bring Your Own Device (BYOD) initiative whereby students are expected to bring a personal device according to required specifications to school to use in the classroom. The device is purchased by and remains the property of the family. Details about the device requirements can be found in the BYOD policy.

Costs related to optional school trips

The ISE runs a number of optional trips throughout the year. Optional trips are activities that are not a mandatory part of the educational programme, but are experiences and opportunities that are offered by the school. Some of the examples of optional trips that the school organises each year are sports tournaments, ski and London trips, Model United Nations (MUN) and visits to CERN in Switzerland. If students want to join the optional school trips, these are an additional expense and parents will be invoiced for the cost of the selected trip. The ISE has a policy to only allow participation on optional trips, if the family is in good financial standing with the school.

Home Language Lessons

Students in the IB MYP may choose to study their home language. Students in DP may have to study their home language as part of their IB DP subject package. Home Language Tutors are organized on a private basis, paid by the parents directly to the chosen language tutor. The school is responsible for finding a suitable teacher, as well as providing the necessary support, training and resources.

Financial Assistance

Informatie Beheer Groep of the Ministry of Education, Culture and Sciences in Groningen

Students in secondary education who are 18 years or over are eligible to receive education finance via the VO18+ arrangements. The amount of the grant is determined by the income and financial standing of the parent/guardians. Request forms are available at the school or at the regional Steunpunt Informatie Beheer Groep. The request must be made 3 months before the student reaches the age of 18. The student (not the parents) will receive the grant in 12 monthly amounts. Payment in arrears is not possible.

De Meedoenbijdrage of the gemeente Eindhoven

Eindhoven has had an income support arrangement for inhabitants of Eindhoven who are on a minimum income. The Participation Contribution (Meedoenbijdrage) is an amount of money that can be given once a year from the municipality and which can be spent freely. This grant is to enable participation in, for example, a sport club, ballet lessons or a cooking course. It can also be for visiting the theatre, going to the skating rink or a newspaper subscription. It is also possible to use it to buy school supplies or a computer.

This grant is available for every family member. The amount received is dependent upon which age category the family members fall. Children under 18 years of age receive the grant in the month of August, at the beginning of the new school year. For more information visit the Eindhoven local authority website.

Stichting Leergeld

This foundation is aimed at parents of children between the ages of 4 - 18 years with a minimum income, who live in Eindhoven.

- Those who receive no assistance or only partial assistance,
- Those who will be refunded their costs only at a later date.

Stichting Leergeld acts between parents and other assisting organizations. The Stichting Leergeld also provides financial help via a gift, an interest-free advance or an interest-free loan. They can be contacted by telephone on 040-213 11 41.

Insurance

All students are collectively insured for accidents and damage and third-party liability during their stay on the school premises or during school excursions, camps and events. This is also applicable during their journey home to and from school as long as this journey takes place within a reasonable time after the students last lesson or the end of an excursion or event. Students are not covered under the above insurance policy if they leave the school premises without permission during the school day or if they remain unsupervised on the school grounds after the end of the school day.

Third-party liability is not covered during the journey to and from school. The insurance does not cover damage or liability to other students, members of staff or the school and its property. Parents are strongly recommended to take out a third party liability insurance as part of their household insurance.

Damage

A student who damages or loses school property will be held responsible, and asked to compensate the school for any expenses incurred. This also applies to damage caused to members of staff and their property.



Student activities

Extracurricular activities

Extra-curricular activities take place outside the regular curriculum and usually involve after school sports, arts, cultural activities or clubs. These activities have an additional charge. Places are filled on a 'first come first served' basis. The ISE works hard to maintain a robust inter-school sports programme that allows our teams to play against other schools in various sports, and an Arts programme that supports concerts, dramatic productions, and exhibitions in various locations. Academic activities such as the Model United Nations are aimed at our older students and build concern for world issues and debating skills, and take our students away to locations such as The Hague and Luxembourg. Our activities are coached and led by a mix of our own teachers, parents and outside coaches.

More information about our after school activities programme can be found [here on our school website](#).

