ISE Secondary

SCHOOL GUIDE 2026-2027



Pending MR approval



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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 leading region in technology and innovation, 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. Our mission is to support the region's ability to attract and retain global talent, and education plays a vital role in this effort. As well as providing excellent education, we organize 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

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

Secondary Department

Ms M. Watts, Head of Secondary Department
Ms. L. Malone, Team Leader, Teaching and Learning
Ms A. Cloutier, Team Leader, Student
Ms S. Pobjoy, Team Leader, Staffing
Ms. D. Vrolijk, 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.

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' diverse 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 DEIJ 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 DEIJ for our entire community.

The school's full DEIJ policy is available on the school's website.

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.

Language Friendly School

The ISE is a proud, accredited Language Friendly School.

As a Language Friendly School, we are committed to fostering an inclusive, respectful, and supportive environment for all students, regardless of their linguistic background. We actively promote multilingualism and value the home languages of our students as a vital part of their identity and learning journey. Our culturally responsive approach ensures that every student feels seen, heard, and empowered to thrive in a truly global learning community.

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/

Stay connected, join our Alumni Network via this link.

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 mentor whenever there is a case for concern regarding a student's academic performance and/or social emotional wellbeing.

Consideration will be given to the student's academic performance, their attitude and motivation, their social/emotional 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 or will be transferred to another more appropriate school. Note that the regulations with regard to academic promotion do not allow students: to repeat one academic year more than once, and to spend more than three years in two consecutive academic years. Should a student be unsuccessful a second time, they will need to find a different course of study.

Promotion criteria for final year of Middle Years Programme (MYP) MP5

Additional Requirements for the Award of the IB MYP Course Results

A Middle Years Programme candidate must meet three requirements in addition to completing eight subjects.* (*Note that under special circumstances, e.g. ELL attendance, school-supported choices, the student might only pursue seven subjects, with an IB minimum requirement of six subjects in Year 5 of the programme.)

- A completed MYP school transcript in which they obtain a minimum of 25 points where each subject group has a grade of 3 or above. The 25 points comes from the following subjects: language and literature, language acquisition (or a second language and literature), individuals and societies (either geography or history), mathematics, sciences and one subject from either arts, physical and health education or design

- A grade 3 or higher for the Personal Project; the candidate must complete and submit a Personal Project (PP)—an independently chosen, researched, planned, and completed project based on a personal learning and product goal. Work on the project is expected to occupy approximately 25 hours and must be done under the direct supervision of an appropriate teacher at the school.
- The candidate must engage in a programme of extra-curricular activities known as Service as Action (SA). The student must reflect on, record, and report at least one local activity and one global activity approved by the SA Coordinator. SA programme evaluation may be completed by the regional offices of the IB.

Students wishing to enroll in the International Baccalaureate Diploma Programme (DP) must meet the promotional requirements outlined above. However, please note that meeting these minimum requirements does not guarantee automatic admission to the DP. The ISE recognizes that factors other than academic performance will also influence a student's ability to be admitted to the DP programme. These could include: performance in ATL skills, absenteeism rate, academic integrity, extension requests, meeting deadlines, and frequency of resits. These can be holistically viewed as indicators of a student being ready or not ready to be promoted from MP 5 to DP, and a need to recognize that the student may or may not be coping with the current programme.

In addition, students must meet **the specific entry requirements with regards to standard and higher level subjects**. Final admission decisions are made at the discretion of the school.

Promotion criteria for International Baccalaureate Diploma Programme (DP)

The school's criteria for promotion to DP2 are based on IB's conditions for achieving the Diploma.

Unless there are special circumstances, a student must achieve at least:

- 23 points from the 6 subjects (HL and SL)
- 11 points from the 3 HL subjects

In addition, students must also have shown sufficient progress in all 3 core components (Creativity Activity Service, Extended Essay and Theory of Knowledge)

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.

Educational Outcomes

Diploma pass results

School Year	Pass rate ISE	World Average Pass Rate
2025	93%	81.9%
2024	94%	80.5%
2023	93%	80.01%
2022	98%	86.11%
2021	100%	88.95%
2020	94%	85.18%

* 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.



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.

Curiosity

Being curious and exploring new and different possibilities.

Critical Thinking

Developing critical thinking skills to grow as responsible global citizens and to make the most of education.

These 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 SILFO Foundation has been using reports on educational quality which are reviewed quarterly with the education management teams, the control department, the quality department, and the Executive Board. The reports focus on both measurable outcomes and observable, demonstrable aspects of educational quality. Observable and demonstrable results are documented in the school portfolios, while measurable data are drawn from the schools' various student monitoring, testing, and reflection systems, which track students' progress in knowledge and skills.

At the school level, continuous learning pathways help ensure that education aligns with Students' ongoing development. Additional tools for assessing educational quality include student and parent satisfaction surveys, classroom observations related to teaching quality, and the accreditation report by the Council of International Schools (CIS) for the International School.

Quality Dashboard

To monitor the development of educational quality, the SILFO Foundation is implementing a Quality Dashboard across all its schools. This dashboard is built around a Quality Development Cycle that runs in parallel with the Control Cycle.

The Quality Dashboard provides a visual representation of educational quality and will be accessible to the Board, school management, staff, and the Supervisory Board via the school portfolios. It is designed to align with the foundation's educational vision and incorporates the requirements set by the Inspectorate through Critical Performance Indicators (KPIs). Additionally, it includes Critical Quality Indicators (KKIs)—observable and demonstrable indicators tied directly to school plan objectives.

Progress on the dashboard is reviewed quarterly with school leadership and formally adopted by the Executive Board. It also functions as a tool for risk analysis, helping to identify areas requiring attention.

Quality improvements

Quality improvement actions are determined and documented quarterly based on insights from the management reports and the Quality Dashboard. When needed, school management conducts additional analyses at the site level and adjusts local targets accordingly—these adjustments are then reflected in the dashboard. The entire process, including the quality instruments used, is evaluated annually to ensure continuous 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
- sports days and activities
- assemblies
- excursions, special events and trips



Educational Structure

Our curriculum

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

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, Home Language (private tutor).
- **Language Acquisition** — Offered in English, Dutch, French, or Spanish.
- **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 MP1-4, followed by 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.
- **Physical and Health Education** — Students follow a general course throughout the MYP.

Interdisciplinary learning

The IB emphasizes that deeper learning occurs when students transfer concepts and skills across subjects and disciplines. In the Middle Years Programme (MYP), all students participate in at least one interdisciplinary unit (IDU) each year. These units are collaboratively designed by two or more subject groups and require students to apply their knowledge and skills from each subject to enhance cross-disciplinary learning. For example, students have created Blues songs by combining language, music, and history, or developed meal plans for professional athletes using their understanding of sports science and nutrition.

The ability to integrate knowledge and skills from various disciplines is essential for lifelong learning and for navigating the complexities of our ever-changing world. The MYP supports the development of interdisciplinary understanding through both subject-based instruction and the structured inclusion of IDUs each year. This approach encourages students to apply their disciplinary knowledge in creative and critical ways, deepening their understanding of complex issues and ideas.

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 Dutch 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), Psychology, and Business and Management.
- **Group 4 Sciences** — Offered in Biology, Chemistry, Physics, and Environmental Systems and Societies, Design Technology.
- **Group 5 Mathematics** — Offered in Mathematics Approaches and Analysis or Mathematical Applications and Interpretations (SL only).
- **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.

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.

Community Engagement

Service as Action - MYP

At the ISE, 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 and sharing life stories with refugees in the Eindhoven area.

CAS (Creativity, Activity, Service) - DP

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 though 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.

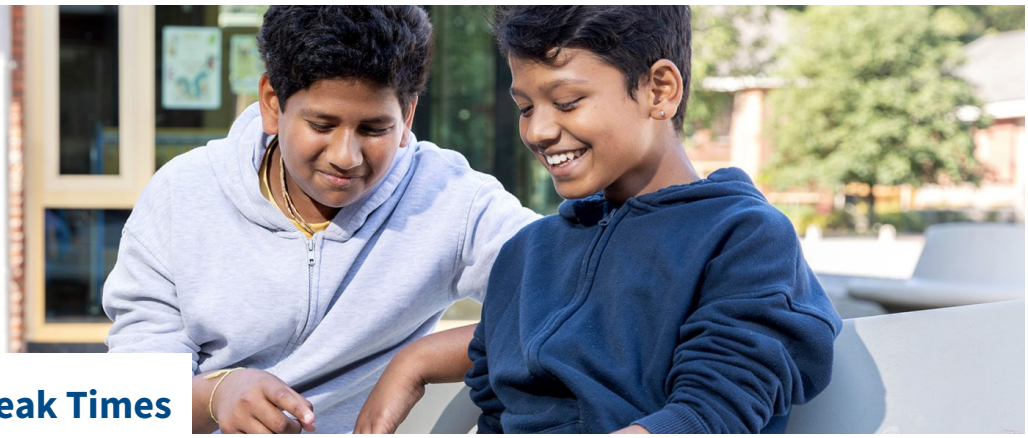
Based on the IB framework, ISE secondary teachers work in collaboration with their subject departments to create, plan and develop the taught curriculum in line with the expectations of the IB. Our staff regularly engage in professional development to ensure they remain up to date with the educational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

School Hours and Break Times

Please note that lessons finish at 14.55 on Wednesdays.

Lesson	Lesson Times
Check in lessons	08:45 - 09:05
Transition to lesson time	09:05 - 09:10
1	09:10 - 10:05
2	10:05 - 11:00
Morning break	11:00 - 11:20
3	11:20 - 12:15
4	12:15 - 13:10
Lunch break	13:10 - 14:05
6	14:05 - 15:00
7	15:00 - 15:55

Arrival

1. Students are requested to arrive shortly before 08:45 unless circumstances dictate an earlier arrival. No supervision is available for students who arrive early.
2. 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.
3. DP students must be available for meetings with teachers between 8:45 - 9:05 when they do not have a lesson scheduled. Appointments with teachers should be made 24 hours in advance.
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 sign in. Students who fail to sign in 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.

Break Times

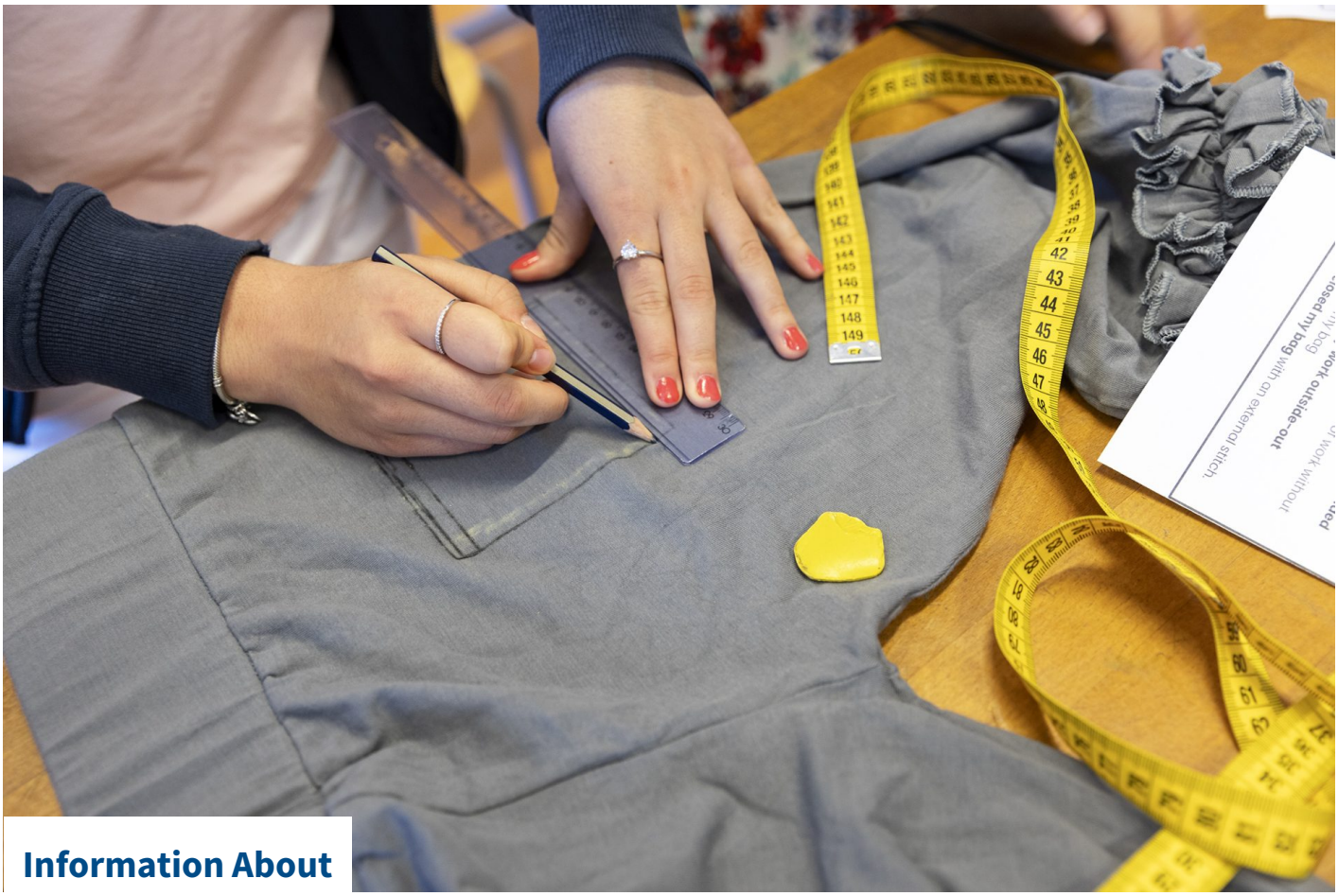
All MP 1 - 5 students must stay on campus during breaks. DP students are also encouraged to stay on campus during these times. Should DP students need to leave campus, they are required to sign in and sign out at reception.

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/



Information About

School Fees

2026-2027

MP1-4 €8569
MP5 €8700
DP1 €8951
DP2 €9466

Registration fee per child €200

Refundable deposit per child €500 (Secondary only)

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.

Sponsorship

The Stichting Internationaal en Lokaal Funderend Onderwijs (SILFO) has developed a policy describing how the foundation handles sponsorship. SILFO recognises the importance of sponsors in relation to education and the desirability of receiving supportive activities and resources. In this regard, SILFO actively seeks collaboration, functioning as a reliable, independent partner for companies. The social Mission and Vision SILFO 2022-2026 are used as guidelines for entering into potential collaborations, ensuring that the educational process does not become dependent on sponsorship and/or received resources. SILFO adheres to the "Convenant Scholen voor Primair en Voortgezet Onderwijs en Sponsoring". In addition to the previously mentioned points from the covenant, SILFO implements its own policy. The foundation does not sponsor initiatives by and for organisations with government funds that prioritise the personal interests of an employee over the interests of the school. Furthermore, the foundation does not sponsor any organisation where an employee has any decision-making authority over the destination of the sponsorship funds. Finally, a sponsorship collaboration is only entered into when the sponsors accept the principles of the covenant. The comprehensive sponsorship policy can be read here (Dutch).



Absence Policy

School Attendance (leerplict)

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.

The School Attendance Office provides accountability by setting expectations for attendance, offering support and following up with students and parents to ensure that students are in school. Please note that any absence occurring immediately before or after a school holiday, including illness-related absences, must be reported by the school to the School Attendance Officer. The School Attendance Officer will carry out an investigation, which may include a home visit.

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 to ensure students are healthy, present, and engaged in 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.

Frequent tardiness

Frequent absences and lates disrupt learning and impede on the student's academic and socio/emotional development. The following preventive steps will be taken for students who acquire lates to lessons both first thing in the morning or throughout the day. The lates are cumulative over the course of the year. Detentions will normally be issued for 8:15 before lessons start.

- An informal /verbal warning will be given to the student that they have acquired 3 lates.
- A detention will be issued at the third late. The student will be assigned to a late class, which will be reflected in their timetable on Somtoday.
- Detentions will be incrementally issued and a warning letter states the next step which will be a meeting at school with the Attendance Officer (leerplicht).
- When lates continue to incur (9 times). School registers the lates to the Attendance Officer via DUO (Department of Education) as "overig verzuim". The Attendance Officer will invite the student to the Gemeente.

Talent Development 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.



Lesson Cancellations

When a teacher is absent due to illness, professional development training, conferences, excursions, or school trips, regular lessons may be affected.

Students in MP1–MP4 will continue to attend their scheduled lessons, which will be supervised by another teacher or an Educational Assistant. The absent teacher will provide appropriate learning activities and assignments to ensure continuity of learning.

Students in MP5 and the Diploma Programme (DP) are expected to use the scheduled lesson time for independent study, completing the work set by the absent teacher. Independent study must take place in designated study areas, including the Owl and Sparrow learning spaces, the library, and study booths. Students are expected to use this time responsibly and productively.

If a lesson is cancelled at the beginning or end of the school day, MP5 and DP students may be permitted to arrive later or leave earlier, as appropriate. Parents of MP5 students will be informed when such arrangements are made.

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. Please remember to provide supporting documentation with your request.

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.

Communicating Progress and Concerns

Student Learning Update

The Student Update is to encourage collaboration between the teacher, the student and the parent(s) and create an opportunity for open communication between the teacher, the student and the parent(s)

The Student Update will inform by

- recognizing progress and effort
- encouraging improved learning habits
- addressing a challenge and offering support
- providing feedback on academic integrity
- notifying about an upcoming deadline or concern.

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

Our mission is to enrich the lives of our students through discovery and a range of physical, cognitive and social challenges. We offer authentic and experiential learning experiences and environments to develop resilient students who are curious, compassionate and aware of the world around them.

Our vision is to extend learning beyond the classroom by integrating well-aligned, inclusive, and sustainable activities into our curriculum. These initiatives are designed to foster student agency and empower our students to develop into resilient, well-rounded, and globally minded individuals."

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.

Support & safety



Additional Support

Learning Support and Inclusion

Support and Inclusion

The ISE serves a diverse and globally mobile community, accepting students of varying abilities. We embrace individuals from all nationalities and backgrounds, fostering a culture of equality and respect.

Our inclusive approach to learning means we welcome students who are able to access and engage with the IB curriculum. To ensure an optimal learning environment, we thoughtfully consider class composition based on mixed ability levels, social and emotional needs, special educational requirements, English language proficiency, and gender balance. This holistic approach promotes learning diversity and enriches the educational experience for all students.

The ISE is supported by the IB access and inclusion policies which are designed to allow accommodations to enable students to participate in the IB MYP and DP programmes. In addition, the IB supports individual students when they are met with adverse circumstances during their assessment period.

The ISE's support structure is built on two main pillars: in-class regular support and specialised educational support for students with identified needs. Students requiring additional support may have a modified timetable to allow them to be able to attend learning support classroom lessons. These lessons are tailored to the individual learning profiles of the students and are facilitated by the learning support classroom teacher and supported by a learning support educational assistant. Further targeted support in English, Math, and Science is provided by remedial teachers, who work closely with subject departments, delivering both in-class assistance and one-to-one or small group sessions.

Standard type of support

The ISE's standard type of student support encompasses three support levels (Levels 1, 2, and 3). These support levels are fully integrated within the student support framework. In certain cases, the ISE may consult external specialists to provide additional expertise.

The ISE offer students (possibly in cooperation with external partners) a minimum of preventative and differentiated support in the areas:

Cognitive	Disharmonic Intelligence Profile
Literacy & numeracy	Inadequate in Math and Language acquisition, requiring extra learning support
Development	Dyslexia, Dyscalculia, problems with processing information.
Academic progress	Problems with focusing on tasks, motivation, attention, concentration, planning, organization
Social emotional	Fear of failure, withdrawn behavior, social isolation, difficulties with boundaries, bullying
Physical needs	Hearing impairment, visual impairment, motor skills, students in wheelchairs,chronic illness, disabled
Medical See medical protocol	Medical See medical protocol
Home situation	Difficulties with home situation or with recreation in community
Substance Abuse	Preventive and remedial support with substance use (alcohol, drugs, internet and gaming)

Standard student support at the ISE

Preventive and mild curative support interventions

Skills based approach as a condition for an excellent pedagogical and didactic climate

Skills Based Approach (Handelingsgericht werken, HGW)

The Skills Based Approach (HGW) is based on principles which need to ensure that the educational needs of the students are at the core of our approach.

This approach is in alignment and agreement with the students and parents. The educational needs and interventions are recorded in a group overview 'Dashboard' and in our student monitoring system: SOM.

Extended instruction and differentiation levels:

When a student reveals challenges with a subject, the student will receive extended instruction in a small group or extra individual instruction by the class teacher. If these differentiation levels are not sufficient, support by a Learning Needs Teaching Assistant or a Remedial Teacher will be arranged.

English language acquisition students

English language acquisition is not seen as a learning need. The ISE Secondary Department Language Policy outlines how the ISE views language development. Reference: ISE Language Policy

Students with a specific learning disorder (SpLD) diagnosis: Dyslexia and Dyscalculia

For students with a recognised diagnosis for dyslexia or dyscalculia, the school has implemented protocols in accordance with national guidelines.

A tailored Perspective of Development (PoD) is created for these students, outlining compensatory measures to support those with dyslexia, dyscalculia, or significant reading/mathematical difficulties.

Students with a high-ability (gifted and talented) profile

The ISE Learning Support Team is committed to enhancing support for high-ability students. When the standard curriculum fails to adequately challenge these students or provide sufficient opportunities for acquiring new knowledge and skills, the school adapts its educational offerings accordingly.

In cases where high-ability is accompanied by behavioral concerns, the student will be assessed by the Learning Support Coordinator team, with the potential for additional support from external specialists.

Students with a mild social and/or emotional need

The Secondary Department has two dedicated Student Counsellors who are available to provide individual support to students as needed.

A comprehensive, school-wide social-emotional curriculum (based on the UK Jigsaw PSHE program) has been implemented to further strengthen the pastoral care framework and support the overall well-being of students. All year groups receive 1 hour per week pastoral care (mentor) lesson per week. In addition the school has 'Rebalance Days' integrated into the school calendar. Rebalance days promote students' health and well being.

Support for students with a mild behavioural challenge

The Student Support Team, in collaboration with the Student Team (including Student Coordinators and mentors), oversees interventions and provides support for students facing behavioral challenges.

In such matters the school and students are guided by school policies (DEIJ, Anti-bullying, Code of Conduct etc.)

The Secondary Department has two Student Counselors who offer targeted assistance to students in need.

When necessary, the school consults external behavioral specialists and relevant organizations for additional guidance. However, it is important to note that the ISE is not equipped to accommodate students with severe externalizing behavioral challenges.

Support for students who need a predictable educational environment

All teachers are committed to ensuring that the school day remains as structured and predictable as possible. The school uses the educational platform Toddle where all assessments, feedback and planning is centralised. In addition, students are supported to develop skills to use tools such as planners and organisers which help to create a stable and supportive learning environment.

In cases where a student requires a customised approach, an individualised Perspective of Development (PoD) will be developed to address specific needs.

Should the required support exceed the resources available at the ISE, the school will recommend a referral to an educational institution better equipped to meet the student's unique needs.

Roles and functions to support students

Mainstream classroom teachers

- Use a variety of teaching styles, to cater for different learning styles to allow all students to access the curriculum
- Highlight concerns for students learning
- Implement intervention (accommodations, modifications) according to the needs and/or a student's PoD
- Monitor progress

Learning Support Team

The learning support team consists of:

- Learning Support Coordinator
- Student Counsellors
- Student Coaches

- Learning Support Classroom Teacher
- Remedial Teachers
- Educational Assistants

The learning support team is expected to:

- Identify student learning needs
- Make decisions on how to proceed with the most appropriate form of support for a student
- Create, monitor, evaluate and adjust the Perspective of Development (PoD) plans
- Communicate and involve the student, parents and teachers in the process
- Assign, when necessary, a case manager

Case Manager

- Provide intervention at a suitable level
- Be the central point of contact for the student, parents, teachers and external agencies
- Assess and keep records of the progress of student
- Gather and analyse student data in order to track and monitor the progress and attainment
- Monitor, evaluate and adjust the Perspective of Development (PoD) plans
- Collaborate with external agencies when appropriate

Learning Support Coordinator

The Learning Support Coordinator leads the Learning Support Team, and ensures that students receive the necessary support.

The Learning Support Coordinator maintains contact with the Samenwerkingsverband, and institutions that provide assistance and chairs the ZAT team meetings.

Learning Support Classroom Teacher

The Learning Support Classroom Teacher works with students to empower them in their learning. The Teacher works with students to develop skills that support their learning style and gain a better understanding of their learning challenges. The Learning Support Classroom Teacher guides students using a positive approach designed to improve confidence in their abilities to learn.

Remedial Teachers

Provide targeted support in English, Math, and Science who work closely with subject departments, delivering both in-class support and one-to-one or small group sessions.

Education Assistants (Learning Support)

Learning support Education Assistants, guide students individually and in small groups according to the established PoD, within the classroom and in the learning support classroom.

Student Team

The learning support team consists of:

- Leader for Learning (Team Leader)
- Student Coordinators
- Mentors

The students team monitors students' wellbeing and academic progress. The student team works collaboratively with the learning support team. The students team will investigate and assimilate concerns and feedback from teachers and instigate referrals to the learning support team.

The Health Officer

Is responsible, in collaboration with the learning support team and parents to create individual student's medical alert form and to store and administer medication.

Confidentiality person

Is available for confidential discussions with staff members, students and parents and will inform school leadership or relevant parties on concerns which impact wellbeing.

Careers Counsellor

- Advises students on subject choices, further study- and career options
- Liaises with relevant parties and institutions inside and outside the school
- Provides transcripts for students
- Organises career events for the students in the school
- Monitors the individual students' (post-) school career planning and deadlines

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 Mentor Mentor is a link between parents, students and the school. Each class has a Mentor who is responsible for supporting the individual student needs. Each class meets daily with their Mentor for morning check-ins. This is the time of the day that the Mentor will follow up with attendance, and monitor students more closely. In certain cases, the Mentor may have the support of another teacher and share the morning check-in responsibility. In addition, the Mentor meets weekly with their class for a mentor lesson. During mentor lessons different topics are covered within our Personal Social Health Education programme (Jigsaw) all with the theme of empowering students to develop skills and making healthy decisions. Topics covered are related to organisational skills, digital safety, healthy relationships, careers and sexual education.

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 three report times in the school year: first progress, mid-year, 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 mentors, 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.



Safety

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 mentor, a member of the Student Team or a trusted member of staff.

The Anti-bullying Officer: Claire O'Brein

The ISE Anti-bullying policy can be found here.

General Points

- Anti-Bullying units are part of the mentor lessons for all classes.
- The Mentor 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 mentor file.
- The approach of the ISE in a suspected incident, involves members of staff (including teachers, Mentor, 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 Mentor, 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 Mentor, who will bring this to the Mentor 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 Mentor, 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.

Mentor:

- To monitor behaviours of all students in their class(es).
  To address the topic of bullying during Mentor lessons ; taught within Mentor curriculum
- When the Mentor 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 Mentor meetings. In an acute situation seek support from a member of the Student Team or the Learning Support Department
- When necessary the Mentor 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 Mentor 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 Mentor (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 mentors 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.

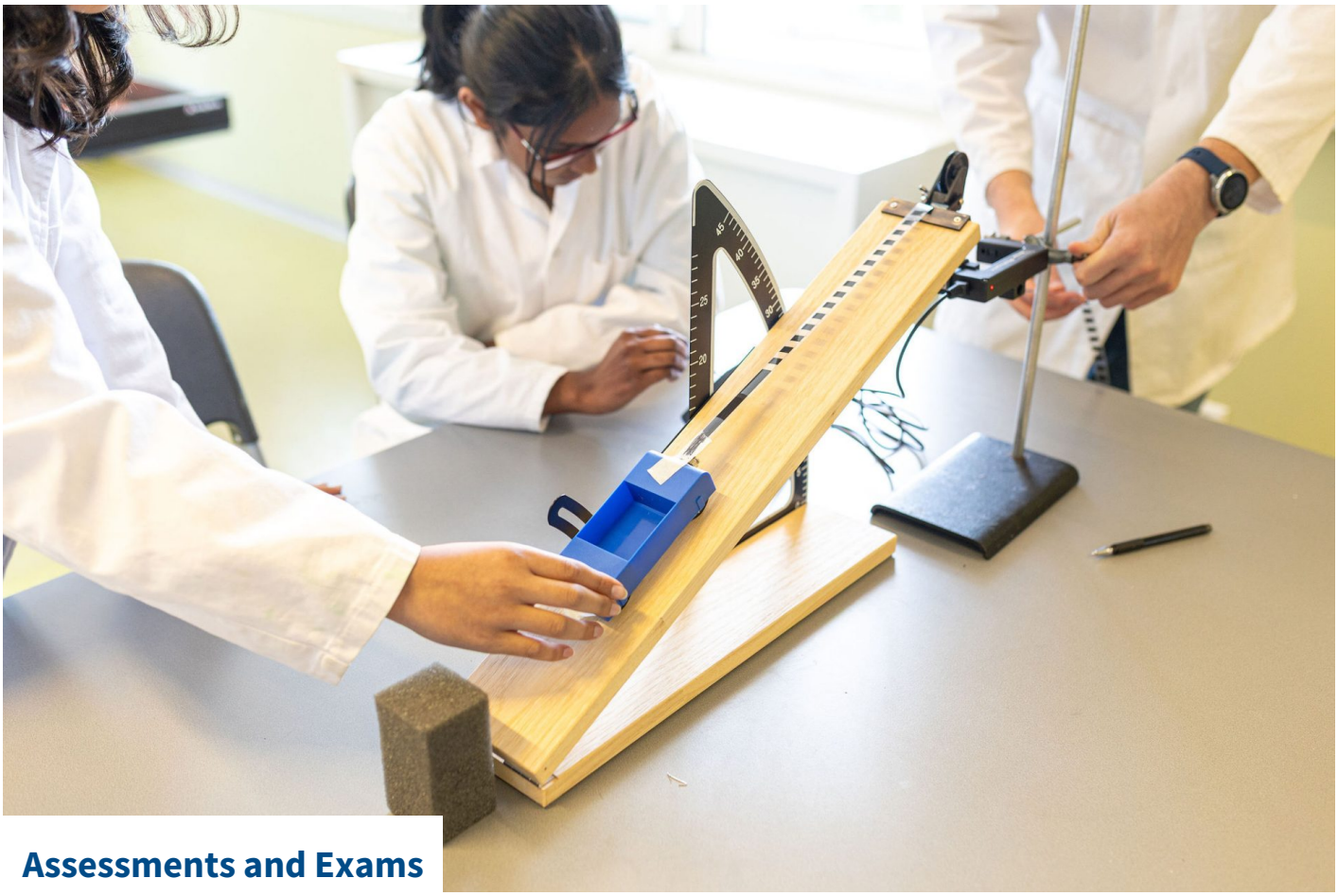
At the start of each new school year, parents and students over 16 years are sent a permission form where they can give or withhold permission for their child(ren)'s for the following circumstances:

- 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.

The school provides annually the Programme of Assessment and Examinations (PAE), which is shared with all MP5 & DP students and parents. The PAE is a legal and binding list of procedures and regulations for IB MYP & DP candidates.

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.

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 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. reporting is carried out during different times of the school year regularly. The number of reports varies per year group. The progress reports reflect the students academic progress at that point in time and are not necessarily based on a precise sum of all assessment criteria. 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 ATL 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 ATL skills only, at the discretion of the curriculum team.

Please note that parents are expected to keep copies of all their child's reports.

All reports are available for download from the school's education platform, Toddle.

Please be aware that the school can only provide copies of reports and transcripts from the past two academic years during which the student was enrolled at ISE.

For parents & students



Rights and Responsibilities

Communicating Concerns

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.

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 there is a concern about your child's general well being or a specific issue, please contact or request make an appointment with the Mentor. All appointments must be made via the school office.

Parents' Committee

We are grateful to have a supportive and active Parents Committee. The Parents Committee is elected by the parents, and have the objectives.

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
- Members

Student Council

The ISE Secondary School Student Council consists of 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.

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. M. Mook, MR-representative on behalf of the teaching staff of the ISE Secondary School.
Ms I. Boyaci, 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 Mentors 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 Student Learning Update 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 Student Learning Update 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 Mentor will also receive a copy of the correspondence, and where a pattern occurs, the teacher or the Mentor 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.

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 Owl or Sparrow canteen areas or outside. The chewing of gum is not permitted.
2. All members of the school community are expected to dispose of rubbish in the appropriate bins and clean up any spills or messes they create. We also encourage students to take pride in their school environment by assisting with maintaining clean and tidy spaces, even when they are not directly responsible for the mess. Working together in this way helps create a positive, respectful, and welcoming community for everyone.
3. Where teachers give permission, a bottle of water may be taken into the classroom.
4. 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.

5. A student may leave the classroom only after receiving teacher permission.
6. At the end of the break students wait quietly for their teacher at the classroom door.
7. During school hours students may only be in the bicycle area to either park or pick up their bicycles or mopeds.
8. 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.
9. The possession, use, distribution, or sale of illegal drugs or other prohibited substances is strictly forbidden on school premises and during any school-organized or school-related activity.Students who are suspected of being under the influence of drugs or other prohibited substances while at school may be sent home and may face suspension. The duration of any suspension will be determined by the Leadership Team following an investigation and consultation with the staff involved.Students found to have brought illegal drugs or dangerous substances onto school premises, or to a school-related activity, will normally face expulsion and may be reported to the police.

    Families should be aware that expulsion from the school may significantly limit a student's educational options in the local area and could make securing placement at another suitable school challenging.

10. 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. Students remaining on campus after school hours can only be in the Sparrow building.
11. Electronic devices may be used only by MP3 to DP students during break times for school work related purposes.
12. Mobile phones are banned on school campus from 8:45 - 15:55. Mobile phones must be stored in the student lockers and switched off completely.
13. During most school trips, mobile phones are not permitted. If permitted, usage will be limited to specific times.
14. 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 or social media *(social media use is the responsibility of parents to monitor)* without the consent of those involved.
15. 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.
16. 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.
17. Skateboarding is not allowed at any time in or around the school campus.
18. MP1 to 5 students may not leave the school campus during the school day. 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.
19. Students may spend the break in the Owl and Sparrow canteen areas, the Library, or in the designated outside areas on the school campus. Students may not be inside the buildings, with the exception of the Owl and Sparrow.
20. 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.
21. Mopeds and (electric) bicycles must be locked and left in the bicycle area and must not be ridden beyond the bike park. Mopeds and (electric) 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 (electric) bicycles.
22. Students are expected to cover their textbooks. Only textbooks and class novels are required to be covered. Students in MP1-5 typically have between 1 and 4 books to cover each academic year. Students in DP generally have a greater number of books. General library loans are not required to be covered. In cases where books are damaged beyond normal wear and tear, families may be held responsible for the cost of replacement.
23. All students are issued with a locker. Students are encouraged to leave valuables at home. Mobile phones should be kept in their lockers.

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. Students will be assigned alternative roles such as a coach, referee during the lesson. 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 students' 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 mentor 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 Mentor, 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 Mentor 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 Mentor we ask that you send your email to the school office secondary@isecampus.nl who will ensure the teacher or the Mentor 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 Mentor stating that you have a confidential matter to discuss and the Mentor 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 form 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.

Please note that parents are expected to keep copies of all their child's reports.

All reports are available for download from the school's education platform, Toddle.

Please be aware that the school can only provide copies of reports and transcripts from the past two academic years during which the student was enrolled at ISE.

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

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.

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 Participation Contribution (Meedoenbijdrage) of the Eindhoven Local Authority

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 spend 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.