



Parent HandBook

INTERNATIONAL SCHOOL DELFT (ISD)

2017/2018

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1. Welcome to The International School Delft

The International School Delft (ISD) is a candidate school for the International Baccalaureate® (IB) Primary Years Programme (PYP) and pursuing authorization as an IB World School.

IB World Schools share a common philosophy—a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision. Only schools authorized by the IB can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme or the IB Career-related Programme (IBCP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes please visit this link: www.ibo.org.

2. Educational philosophy and working approaches

2.1 Our Mission and Values

Our Mission

Inspiring Learning for Bright Futures

Our school is committed to developing young people who demonstrate integrity, responsibility, and optimism in their daily lives. We help to develop ethical students who learn how to seek solutions, be innovative and make a difference.

Our school community aspires to create bright futures through discoveries in learning both locally and globally.

Teachers, students, and parents strive to share the common goals of mutual understanding, a celebration of difference and similarity and a lifelong love of learning.

Our values

We are a warm and nurturing family school where values in education are as important as knowledge and skills.

Our core values:

AUTHENTICITY
GROWTH
RESPONSIBILITY
FREEDOM
OPENNESS
UNITY

Touchstones

Our social responsibility is to facilitate personal growth and development. We show our responsibility through our authenticity, taking ownership of ourselves and our actions. This helps us to experience freedom to think and make good choices which is the basis of future happiness. The core values are touchstones for the actions we take and the ethos we create. We are encouraging parents to be involved, collaborate, and cooperate.

2.2 The IB Programmes

The International Baccalaureate® (IB) offers a continuum of international education. The programmes encourage both personal and academic achievement, challenging students to excel in their studies and in their personal development.

In order to teach IB programmes, schools must be authorized. Every school authorized to offer IB programmes is known as an IB World School.

The Primary Years Programme (PYP) - founded in 1997

The PYP prepares students aged 3 - 12 to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. It focuses on the development of the whole child.

The Middle Years Programme (MYP) - founded in 1994

A challenging framework that encourages students aged 11 – 16 to make practical connections between their studies and the real world, the MYP is inclusive by design; students of all interests and academic abilities can benefit from their participation.

The Diploma Programme (DP) - founded in 1968

Research suggests many benefits to choosing the DP for students aged 16 – 19. The programme aims to develop students who have excellent breadth and depth of knowledge – students who flourish physically, intellectually, emotionally, and ethically.

The Career Related Programme (CP) - founded in 2012

The CP is a framework of international education addressing the needs of students aged 16 - 19 engaged in career-related education. It leads to further/higher education apprenticeships or employment.

The Primary Years Programme – an overview

The Primary Years Programme (PYP - Figure 1) presents schools with a comprehensive plan for high quality, international education.

It provides schools with a curriculum framework of essential elements — the *knowledge, concepts, skills, attitudes, and action* that young students need to equip them for successful lives, both now and in the future.

Schools work with the five elements to construct a rigorous and challenging primary curriculum for international education.

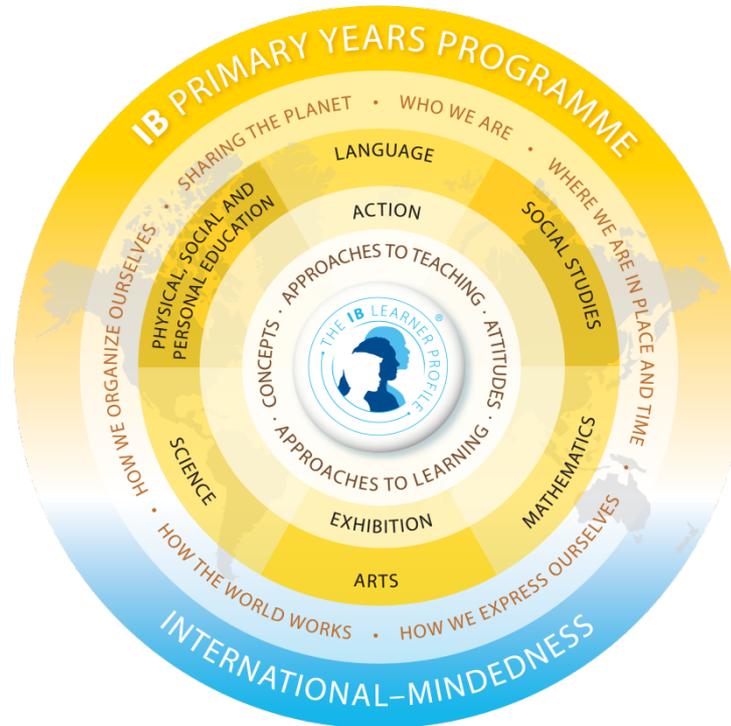


Figure 1. Primary Years Programme (PYP) model

The PYP aims to create a curriculum that is engaging, relevant, challenging and significant for learners. The curriculum is transdisciplinary, meaning that it focuses on issues that go across subject areas.

The PYP is organized according to:

- [The written curriculum](#), which explains what PYP students will learn
- [The taught curriculum](#), which sets out how educators teach the PYP
- [The assessed curriculum](#), which details the principles and practice of effective assessment in the PYP

The written curriculum is made up of five essential elements and details what students will learn. The five essential elements of the PYP are:

- *knowledge*, which is both disciplinary, represented by traditional subject areas (language, maths, science, social studies, arts, PSPE) and transdisciplinary;
- *concepts*, which students explore through structured inquiry to develop coherent, in-depth understanding, and which have relevance both within and beyond subject areas;

- *skills*, which are the broad capabilities students develop and apply during learning and in life beyond the classroom;
- *attitudes*, which contribute to international-mindedness and the wellbeing of individuals and learning communities, and connect directly to the [IB learner profile](#);
- *action*, which is an expectation in the PYP that successful inquiry leads to responsible, thoughtful, and appropriate action.

The taught curriculum is the part of the International Baccalaureate® (IB) Primary Years Programme (PYP) that sets out its pedagogical approach.

It identifies how schools should teach the [PYP written curriculum](#).

The PYP is committed to structured, purposeful inquiry that engages students actively in their own learning. The programme supports students' efforts to construct meaning from the world around them by:

- drawing on their prior knowledge
- providing provocation through new experiences
- providing opportunities for reflection and consolidation.

This approach respects students' developing ideas about how the world works. It encourages them to question, consider and refine their understanding of the social and natural world.

Collaboration is a key part of planning for schools implementing the PYP. All teachers are engaged in the planning process, defining the curriculum's central ideas, discussing how best to bring inquiry into those ideas in the classroom, and finding ways to meet the needs and interests of every student.

Teachers must attend training, in order to implement the PYP. The IB offers a wide range of professional development to support educators in gaining a deeper understanding of the programme.

The unique approaches to teaching and learning in the International Baccalaureate® (IB) Primary Years Programme (PYP) can be explained through the taught, written and assessed curriculum.

The assessed curriculum explains how teachers go about gathering and analysing information about student performance. The IB does not set examinations or moderate grades in the PYP.

The purposes of assessment are to:

- promote student learning
- provide information about student learning
- contribute to the successful implementation of the programme.

Through assessment, the IB helps schools teaching the Primary Years Programme (PYP) to identify what students know, understand, can do and value at different stages in the teaching and learning process.

In the PYP, learning is viewed as a continuous journey, where teachers identify students' needs and use assessment data to plan the next stage of their learning.

Teachers use a wide range of assessment strategies to collect information on each of the elements represented in the [written curriculum](#): the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of positive attitudes and the ability to take responsible action.

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

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

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

The exhibition represents a unique and significant opportunity for students to exhibit the attributes of the [IB learner profile](#) developed throughout their engagement with the PYP.

It also provides schools and students with a wonderful opportunity to celebrate the transition of learners to the next phase of their education.

2.3 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: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations to support their learning and personal development.

2.4 Communication

All official communication between the school and home is in English.

Communication is sent out from the school in three main ways: emails, letters sent out with children, notices posted on the blog. Parents are encouraged to use the school's blog to communicate with teachers and to comment and provide feedback on work done for the students. All staff also have official ISD emails that can be used by parents to communicate with teachers, these are listed in the school guide.

School blogs

Each class has a blog. Parents are automatically signed up to two blogs when their children begin studying at ISD. There is a general ISD home blog and a class blog which is managed by each class teacher. The blogs are the principle means of communication between home and school. Parents are encouraged to check the blog regularly to keep themselves informed of events at school as well as to ensure that they have a better understanding of what their children are doing in school.

2.5 Reporting to Parents

ISD uses a variety of means to report to parents and to keep them informed of their children's progress. Two official written reports are sent out in an academic year, one in January/February and another one in July. Reports are sent out in a paper form and are handed to children to take home. For parents who are absent on these days, the reports are stored in the office until parents can arrange a suitable time to collect them. Please be advised that reports are not issued early. In addition to these reports, ISD runs two Parent Teacher Conferences (PTC), one in October and another one in April, and a Student Led Conference (SLC) in July. The aims of these conferences are to keep parents informed about the progress of their children as well as to give them an opportunity to speak to the class teacher and to celebrate their students learning.

2.6 Assessment

We use a variety of assessment tools at the school to keep track of student progress and to inform the teaching and learning cycle. More information about these tools and the forms of assessment can be found in our *assessment policy*.

2.7 Restorative Practices

Different schools develop different behaviour management policies based on different schools of thought. Here, at ISD, we have developed our behaviour policy based on the principles of *restorative practices*. More information on this may be found on the school website.

3. General procedures and House rules

3.1 School day

Jaffalaan building

The day for students runs from 08.15 am to 14.45 on Monday, Tuesday, and Thursday (Table 1a). On Wednesdays school finishes at 12:30 for all students and on Fridays students in Groups 0/1/2 finish at 12.30, students in Group 3 finish at the normal time of 14.45.

Table1a. Weekly timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
7.45 (doors open)					
8.10 (day starts)					
10.15 to 10.45 (snack and break)					
12.30 (end of classes)			All groups		Groups 0/1/2
12.30 (lunch break)					
13.30 (resume classes)					
14.45 (end of classes)	All groups	All groups		All groups	Groups 3
15.00 (school closes)					

The doors open at 07.45 for parents to drop off their children at school. All children need to be collected by parents or guardians by 15.00. Please be advised that students should not arrive at school before 07.45 am as the school is unable to take responsibility for supervising them.

There is a 30-minute break in the morning for students. Parents are advised to send in a healthy snack for this break. Students eat their snack in their classrooms. Following this, they have time to play. Lunch time for students is from 12.30pm to 13.30pm. All students eat their lunch in the classroom and then have supervised playtime.

Nieuwelaan building

The day for students runs from 08.30 am to 15.00 on Monday, Tuesday, and Thursday (Table 1b). On Wednesdays school finishes at 12:45 for all students.

Table1b. Weekly timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8.00 (doors open)					
8.25 (day starts)					
10.15 to 10.45 (snack and break)					
12.45 (end of classes on Wednesday)			All groups		
12.00 (lunch break)					
13.00 (resume classes)					
15.00 (end of classes)	All groups	All groups		All groups	All groups
15.15 (school closes)					

The doors open at 08.00 for parents to drop off their children at school. All children need to be collected by parents or guardians by 15.15. Please be advised that students should not arrive at school before 08.00 am as the school is unable to take responsibility for supervising them.

There is a 30-minute break in the morning for students. Parents are advised to send in a healthy snack for this break. Students eat their snack in their classrooms.

Following this, they have time to play. Lunch time for students is from 12.30pm to 13.30pm. All students eat their lunch in the classroom and then have supervised playtime.

Afterschool care

For those wishing after school care, it is organized by True Colours Delft. For information on this service, please refer to their website: https://www.kinderopvang-plein.nl/kindercentra/true_colors_delft

3.2 Field trips

As part of the learning experience and to aid the inquiry process, students often go on field trips during their time at the School. For every trip, we require parents to sign an authorisation slip giving us permission to bring their children off-site and to acknowledge that they are aware of the field trip and its aims. Letters are sent out to parents in advance of the trip informing them of the destination, departure time, aim of the trip and expected return time to the School. Please be advised that no children are allowed on a school trip until the School has received written permission from parents. For excursions within the boundaries of TU Delft Campus, you will be asked to complete a blanket permission form covering all such excursions during the school year. The school fees do not cover the cost of fieldtrips.

3.3 Homework and reading

The amount of homework children are expected to do varies according to age. Homework should be something that either consolidates skills learned in school or an opportunity for students to extend their learning through inquiring and investigating. Children are expected to read daily. Class teachers are able to share homework requirements for the different year groups at the start of the year, or parents can refer to the school's *homework policy*.

3.4 Physical Education (PE) kit

Children have two PE lessons a week. These lessons take place either in the small indoor gym on the campus or in an external gym. Children are expected to be dressed appropriately for PE lessons. This means that they should have the correct shoes, such as running shoes or trainers, and be wearing sports clothing that does not restrict their movement. The school does not have a PE uniform and children may wear their blue ISD if they want to, however this is not compulsory.

3.5 Dietary requirements

Healthy eating

We operate a healthy eating policy at ISD. We believe that students need to have a varied diet which caters of their nutritional needs whilst encouraging them to lead a healthy lifestyle. As part of this policy we actively discourage students who bring in

food that is deemed to be unhealthy. We do this by contacting parents and asking you not to send the type of food in question in with your child or children. The main types of food we discourage can be broadly classified as 'junk food' and consist of, but are not only limited to, crisps, chocolate, sugary drinks, fried foods, sweets, and cakes. We also believe that it is unfair for one or two children to bring these foods to school when the rest of the children are adhering to the policy.

Snacks and Lunch

All students are encouraged to bring a healthy snack to school for their morning and afternoon breaks. We also strongly recommend that you send a resistant water bottle to help with adequate hydration throughout the day. The snacks and lunch are eaten in the classroom and are supervised by members of staff. We actively discourage soft drinks, sweets, crisps, fried foods, and any other types of foods which may be considered as unhealthy. Should students bring these foods to school parents will be contacted by the school either by email or phone to discourage you from sending these snacks in.

No Nut Policy

ISD operates a no nut policy at school. This means that we do not permit any foods in school that contain nuts or have traces of nuts in them.

3.5 Birthdays

At ISD we believe in marking and celebrating students' birthdays in a way that does not impact on the daily running of the School or disrupt student learning. Birthdays are celebrated in the weekly assembly where children are invited to stand at the front and have happy birthday sung to them by the rest of the children.

If parents would like to mark the day we ask that they send a cake into school in the morning, bearing in mind the 'no nut policy'. The cake will be stored in the school and shared with the class at the end of the school day. We are unable to allow family members or parents from outside of the school to be present for the cutting of the cake.

3.6 Valuables

At ISD we discourage all students from bringing any valuables to school. ISD cannot take responsibility for any lost, broken, stolen or damaged valuables that have been brought to school by students.

3.8 Mobile phones

Students are not allowed to use mobile phones in school. Should parents wish to send a mobile phone to school with their children they do so at their own risk. Phones must be switched off and remain in students' bags. Any student caught using a mobile phone in the school during school hours will have the phone confiscated. Any student who brings a mobile phone to school does so at their own risk.

3.7 Lost property

All lost property can be found in a box in the hallway and we encourage all parents and students to check this from time to time. We ask that all items of clothing be clearly labelled with the student's name to make it easier for us to identify who owns the property. Be advised that items that are not claimed for a period of one term will be donated to charity.

4. Additional information

4.1 Important dates

We encourage all parents to check the school's calendar on a regular basis. The calendar is published on our website. All school holidays and bank holidays are clearly marked on this calendar. Parents are also encouraged to check the school blogs as these contain important information relevant to each class.

4.2 Parent curriculum events

During the academic year, ISD runs parent workshops and information sessions on different aspects of the curriculum. The overall aim of these sessions is to develop parental understanding of our curriculum, school life and to help parents to ensure they are better able to support their children at home.

4.3 Parent-Teacher Association (PTA)

At ISD we believe that the partnership between home and school is vital to ensure that we are able to offer the best education possible for our students. To assist us with this, we have a Parent Teacher Association in school. This is a group of parents who assist at school in various ways. Some parents help by listening to children reading on a weekly basis, others help in the library and other parents help us when we are organizing special events, for example, Carnival, International Day, Halloween. If you are interested in joining this group, please see the Deputy Head of the School who is responsible for coordinating the PTA.

4.4 Medezeggenschapsraad (Participation Council)

Dutch regulations regarding participation in schools regulate the establishment of participation councils (MR) in Primary and Secondary education in the Netherlands. A participation council comprises of members equally divided between staff and parents/students (students in Secondary education only). The members of the MR are elected. Meetings are generally open to all members of the community to observe but not participate in.

4.5 Authorizing other people to pick up your child

At ISD, children's security and safety is our first priority. We only release children at the end of the school day to their parents or guardians. If you would like your child to be collected by another person we ask that you inform us of this, either by phone, in

writing or verbally first thing in the morning by the latest. Without this authorisation, we are not able to release your child into the care of another person.

4.6 Safety and well-being

Illness while at Home/School

If your child is sick while at home, we ask that you inform the school in the morning either by phone or email. If parents do not inform the school that their child is sick, then the child is recorded as an unauthorised absence in the register.

If your child develops a temperature, or becomes sick whilst in our care, we will call you and ask you to collect your child as soon as possible.

Medication

If your child is on medication, which you would want a teacher to administer while the child is in our care, please discuss this with the teacher first. A medication form needs to be filled in and signed by you for each type of medication to be administered.

Accident and Emergency Protocol

We have designed a special protocol, which our teachers follow in case of an accident or medical emergency. If the need to take your child to the hospital arises, we will do that either with a taxi or ambulance. We will notify you as soon as possible with the name and address of the hospital. Please be assured that one of our teachers will stay at your child's side until you arrive.

Also, our staff is instructed to take emergency evacuation measures, for instance in case of a fire, following official Delft University's protocols for such situations.

Clothing and Spare clothing

We go outside during all weather conditions; thus, appropriate outdoor wear is necessary. Please provide a warm hat and mittens/gloves during cold periods, so that your child is prepared to enjoy activities outside. Likewise, make sure your child is protected against excessive sunlight with a proper hat/cap and sun cream protector (which should be applied at home before coming to school).

We also strongly recommend that a *complete change of clothing* is left at the school at all times to ensure your child's comfort if their other clothing becomes soiled.

4.7 Attendance and regulations

In The Netherlands, children who turn 5 years old, must be enrolled in school. Parents are not permitted to take them out of school during term time for holidays. Parents who do not follow this regulation, might be subject to legal repercussions from the Dutch government.

4.8 Requesting leave of absence from school

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

In the Netherlands, it is difficult to arrange leave outside normal school holiday periods and then only for very significant circumstances. An official leave request form must be completed and submitted to the school. This leave may not be granted in the first two weeks of the school year. Should parents take their children out of school without permission, the school has the legal obligation to report this to the Leerplicht Ambtenaar (attendance officer), who, in most cases, takes legal action.

Reasons for Granting Leave and amount of time allowed:

Moving house – 1 day

Family weddings up to third degree – 1 day

Wedding anniversary of parents (25 years) - 1 day

Serious illness of a relative

Death of a relative

Recognised religious festivals

Reasons when leave will not be granted are:

Holidays at non-peak time

Early leave or late return because of traffic/cheap flights

Family visits

Non-availability of suitable flights

Submitting a request for leave of absence

Request forms can be collected from the school office. When completed, the request form should be given to the office at least four weeks in advance of the planned absence.

4.9 Parent and child information

Please ensure that you provide us with important contact details such as address, phone number, emergency numbers, etc. We expect to be updated whenever any of your contact detail changes to enable us to contact you should the need arise.

In addition, do let us know of any special or medical needs of your child.

4.10 School contact details

International School Delft,

Jaffalaan building

Jaffalaan 9,

2628 BX Delft.

Telephone Number: ++31 (0) 15 285 0038

International School Delft,
Nieuwelaan site
Nieuwelaan 60,
2611 RT Delft
Telephone Number to be confirmed

School email address: isdelft@laurentiusstichting.nl

Website: www.isdelft.nl

