



ISD School Guide

Contents:

1 School philosophy

- 1.1 School profile
- 1.2 Mission
- 1.3 Vision
- 1.4 The International Baccalaureate
 - 1.4.1 IB mission statement
 - 1.4.2 The learner profile

2 International School Delft (ISD)

- 2.1 Governance
- 2.2 ISD is a member of the Dutch International Schools group
- 2.3 Partners in the community

3 Curriculum and learning

- 3.1 Learning at ISD
- 3.2 The PYP Curriculum
- 3.3 Languages
- 3.4 PSE – Personal, Social and Physical Education
- 3.5 Assessment and reporting
- 3.6 Reporting Progress of Students
- 3.7 Mixed age – range learning
- 3.8 Homework
- 3.9 Behavioural guidelines for international mindedness
- 3.10 Restorative Practices
- 3.11 Secondary School Options

4 Guidance and student support

- 4.1 Special Needs
- 4.2 School counsellor
- 4.3 Medical and health organization

5 Organisation

- 5.1 ISD leadership
- 5.2 ISD teacher profile
- 5.3 School Day
- 5.4 Timetabling
- 5.5 Information Technology (IT)
- 5.6 School premises
- 5.7 School Holidays 2015/16
- 5.8 Daily Organisation – parental and student expectations
- 5.9 Lunch Time
- 5.10 Food and Drink – A healthy lifestyle school
- 5.11 Clothing
- 5.12 Classroom equipment
- 5.13 Personal Storage for students
- 5.14 Communication
- 5.15 School attendance and compulsory education
- 5.16 Complaints procedure
- 5.17 Participation Council (Medezeggenschapsraad – MR)

6 Admission

6.1 Admission policy

7 Financial matters

7.1 Parental fees

7.2 Standard terms and conditions

7.3 Accident injury insurance

8 Questions about the Dutch school system

9 Contact details

10 Staff list

11 Staff contact details

12 Policies

1 School philosophy

1.1 School profile

The International School of Delft (ISD) is a co-educational, English medium day school established to serve the international community of Delft. ISD has been established under a joint initiative of the City of Delft, the Laurentius Stichting and the Technical University of Delft. ISD is a member of Dutch International Primary Schools (DIPS), an association in which the state subsidized international schools in the Netherlands work in close cooperation. The Dutch Ministry of Education subsidy enables ISD to offer the highest quality international education at competitive fees.

1.2 Mission

The International School of Delft strives to inspire learning for bright futures. This is its mission for all children.

1.3 Vision

The International School of Delft is committed to developing young people who demonstrate integrity, responsibility and optimism in their daily lives. ISD helps to develop ethical students who seek solutions, innovation and change. ISD school community will be engaged in helping to create bright futures through discoveries both locally and globally. ISD shares the common goals of mutual understanding, a celebration of difference and similarity and a lifelong love of learning. Delft itself represents a unique blend and appreciation of science, art, culture, history and technology. These characteristics are mirrored in the value ISD gives to a broad and rich education where students show respect for history and heritage while creating bright futures.

1.4 The International Baccalaureate

The International Baccalaureate (IB) Primary Years Programme (PYP) has been chosen as the framework for the curriculum at ISD. International School Delft is a candidate school for the Primary Years Programme. This means the school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that International School Delft believes is important for our students. This is a globally recognized programme of learning founded on the latest educational research and the best practice from a wide range of national education systems from around the world. Children from an internationally mobile family, studying the IB, can be confident that their learning can be successfully continued in other IB schools around the world if the family moves to a new location.

1.4.1 IB mission statement

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

1.4.2 The IB Learner Profile

Central to the IB programmes, is the learner profile, which includes ten positive characteristics that will support students in being successful both during and beyond their school careers.

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

IB learners strive to be:

Inquirers

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

Knowledgeable

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

Thinkers

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

Communicators

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

Principled

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

Open-minded

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

Caring

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

Risk-takers

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

Balanced

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

Reflective

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

2 International School Delft (ISD)

2.1 Governance

The International School of Delft is recognized under Dutch law as being part of and governed by the Laurentius Stichting. The Laurentius Stichting is an experienced foundation with 29 schools in 6 cities (Den Haag, Rijswijk, Delft, Pijnacker-Nootdorp, Midden-Delfland and Lansingerland): 26 primary schools, 1 primary school for special educational needs (SBO) and 1 secondary school for Praktijkonderwijs). ISD is the first international school in this school group and therefore it brings additional expertise and diversity to its current offer.

The Board of the Laurentius Stichting is situated in Delft and consists of two people; Mrs. Dr. S.P. Schenning, chairman of the board
C.J. van der Kraan, member of the board.

Address of the Laurentius Stichting:

Burgemeestersrand 59
2625 NV Delft
Postbox 649
2600 AP Delft
Tel 015-2511440
www.laurentiusstichting.nl
email: secretariaat@laurentiusstichting.nl

2.2 ISD is a member of the Dutch International Primary Schools group

ISD is the youngest/newest member of Dutch International Primary Schools (DIPS), an association by which the state subsidized international schools in the Netherlands work in close cooperation.

- The DIPS receives government funding and therefore operate within the framework of the Dutch educational system. They differ in this way from private international and foreign educational facilities.

- The DIPS possesses a number of distinguishing qualities in comparison with these other institutions, such as the active international character and that they are subject to the inspection carried out by the Dutch authorities.
- The DIPS uses English as the medium for teaching their international curricula.
- Even though the government subsidy does not cover the costs, the DIPS is able to charge relatively low school fees in comparison with private international and foreign educational facilities.
- The DIPS is affiliated to regular Dutch schools.

2.3 Partners in the community

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

3 Curriculum and learning

3.1 Learning at ISD

Learning at ISD is inquiry-based and child focused, where students construct their own understanding of global concepts. The curriculum is engaging, relevant, significant and challenging for our students and based on thorough and ongoing assessment.

3.2 The PYP curriculum

Primary students in the 21st century are faced with the challenge of learning about an interconnected world where knowledge is constantly developing. The International Baccalaureate® (IB) Primary Years Programme prepares students, aged 4 to 12, to be active participants in a life-long journey of learning. It focuses on the development of the whole student as an inquirer, both in the classroom and in the world outside. The most significant and distinctive features of the IB Primary Years Programme are the six trans-disciplinary themes:

1. Who we are
2. Where we are in place and time
3. How we express ourselves
4. How the world works
5. How we organise ourselves
6. Sharing the planet

3.3 Languages

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

At ISD, class sizes are small and teachers have experience of teaching ELL within the main classroom. Keeping students in the main classroom whenever possible ensures children do not miss

out on curriculum entitlement. Additionally, specialist ELL support outside the classroom is available when deemed appropriate.

Dutch is also taught to enable ISD students to integrate with the local host country community. Teaching of Dutch is done in 2 streams, mother tongue Dutch (for native speakers) and additional foreign language Dutch (for all other students).

Mother tongue language learning is strongly encouraged to enable students to maintain their cultural heritage and identity. Maintaining high levels of mother tongue language is also a feature of high cognition and is a key determinant in the development of international mindedness. A mother tongue language library is planned for the school and we encourage families to share and exchange their own resources. We also strongly encourage families to maintain their mother tongue at home, in order to strengthen students' general language development.

3.4 PSPE – Personal, Social and Physical Education

At ISD we believe that all members of staff take responsibility for the delivery of our PSPE curriculum. The physical education aspect of the curriculum is taught by a dedicated physical education teacher who works part time in the school. The personal and social education of all our students is the responsibility of all members of staff and is explicitly taught using the learner profile and the restorative practices approach.

The PSE programme and the restorative practices approach equips our students with the skills they need to integrate into society and become active members who constantly strive to help create a better environment for themselves and others. Using the learner profile and the restorative practices approach we create a school climate and culture whereby all members feel safe, secure, valued and are able to achieve their full potential.

3.5 Assessment and reporting

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

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

3.6 Reporting Progress of Students

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

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

2. December/January: Mid-Year Report – a written report on student progress in the year so far
3. April: Parent-teacher Meeting – when the teacher gives an oral report to the parents on their child's progress
4. June/July: Student led conferences (SLC's) – when students have an opportunity to lead their parents through a conference sharing their learning at school.
5. July: Final Written Report – the end of year report on progress achieved

3.7 Mixed age-range learning

With small class sizes and differentiated teaching of students of different ages, learning can be accommodated for children of a variety of ages and stages at ISD. This could involve students from more than one year group being educated in a single class. All students in a blended class are introduced to the same core concept but all students are working at their own level based on their ability. All students will be given work to extend them to ensure skills are progressed. It is important to note that ISD teachers are focused on personalised learning opportunities for the children in their class (i.e. learning opportunities are not simply based on a child's age but on their ability).

3.8 Homework

Homework for young children helps them develop good study habits, fosters positive attitudes toward school, and communicates to students the idea that learning includes work at home as well as at school.

Please refer to our homework policy for more information on the specific expectations for each year group.

3.9 Behavioural guidelines for international mindedness

ISD has high expectations of students, staff and parents to help ensure all members of our school community feel safe, secure and valued. All parts of the school community have their role to play to ensure ISD fulfills its role to successfully educate responsible and internationally-minded citizens of the future. Our behavior policy has been developed based on the principles of restorative practices. Below is more information on restorative practices. More information on how we deal with behaviour and bullying in school can be found in our behaviour policy.

3.10 Restorative Practices

The key idea behind restorative practices is to look at the behaviour, or misbehaviour, and understand the reasons behind the behaviour. Once the reasons for the behaviour have been understood, we can begin to look at who has been affected by this behaviour, how they have been affected and what we can do to restore or repair the damage that has been done. Below is an example of how this may work when dealing with two children, where we have seen one hit another.

Firstly, we sit down with both students and give them an opportunity to tell the story from their side. It is very important, at this stage, that each child is allowed to speak without being interrupted. This gives the **victims** an opportunity to express their feelings in a controlled, safe environment, to ensure they are able to explain how they have been personally affected by the incident, it also gives them an opportunity to confront the person who has committed the offence

and ensures that the offenders are able to see that their actions have consequences and do affect people. For the **offenders**, it gives them an opportunity to verbalise why they committed the offence, and to share their feelings about the incident. Once this has been done, the work of repairing this relationship can begin. Together, the offender and the victim, along with the **mediator**, can come up with a way of repairing the harm done. This can take the form of financial compensation in the case of a child breaking a window, buying a new toy in the case of a child breaking another child's toy or a simple apology. The key idea being that both parties are happy with the solution, agree to it and resume with no ill-feeling towards the other or feeling of resentment or isolation. The relationship is restored and both victim and offender have learned something and are able to put the incident behind them.

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

A key question people often ask is; 'do restorative practices mean you don't punish children?' The answer to that is 'no, we do still punish unacceptable behaviour in children'. However, the key difference is that now they understand *why* they are being punished, and they accept that the punishment is a justifiable action.

Restorative practices are also a key way to ensure that students begin to verbalise their thinking and understand their feelings of hurt, anger, frustrations etc. This is a key developmental stage in the emotional and social development of children. To help them through this process, four key questions can be used by the mediator/parent or teacher following incidents:

1. What were you thinking when...?
2. What are you thinking now?
3. Whom has/have been affected by your actions?
4. How can we fix this problem/How can we make sure this does not happen again/
What support can I give you to make sure this does not happen again?

These questions, or variations of these questions, can be used with any age group. Initially students find it very difficult to verbalise their thoughts and often try to give you the answer they think you want to hear. The key is to walk them through the process and understand that it is a process and it takes time. Once you and the students become more familiar with the approach, the amount of time needed will significantly reduce.

We hold a series of information meetings and presentations at school in order to further explain restorative processes to parents and to give you an opportunity to engage in a discussion with us about their uses in school and how you can use them at home.

3.11 Secondary School Options

ISD does not currently have a secondary school; children are only able to study in the school from Group 1 to Group 8. When they officially finish in Group 8, children have a number of options available to them for secondary schools in Delft, Rotterdam and The Hague.

Grotius College in Delft runs a bilingual programme and can cater for children who have the required level of Dutch and English. More information about the school can be found following the link below:

<http://www.grotiuscollege.nl/>

In Rotterdam students have the option of pursuing an international education at Rotterdam International Secondary School. More information about the school can be found following the link below.

<http://www.wolfert.nl/riss/>

In The Hague students have the option of The International School of The Hague. More information about the school can be found following the link below.

<http://www.ishtehague.nl/>

ISD cannot take responsibility for finding a secondary school for students who are finishing Group 8.

4 Guidance and student support

4.1 Special Needs

ISD is an inclusive school intended to serve the whole of the international community in Delft. As such a school we hope we can meet the educational needs of all children. Children with specific educational, physical, emotional or social needs are always be considered. The school collaborates with specialist therapists to meet a range of specific needs and these services are usually at additional costs to parents.

ISD is part of Samenwerkingsverband Passend Primair Onderwijs Delflanden (PPO Delflanden). Its procedure has to be followed if ISD itself cannot fulfill the requirements of a child with special educational needs.

ISD tries to help find the best alternative school for parents and their child.

Contact address:

SWV PPO Delflanden

visiting address

Dock van Delft / Steunpunt Jeugd

Ezelsveldlaan 2d – near the pharmacy in the passage on the left side -

2611 RV Delft

post address

Postbus 698

2600 AR Delft

Telefoon: 015-2568710 (J. de Grauw)

Email: helpdesk@ppodelflanden.nl

Website: www.ppodelflanden.nl

4.2 School Counsellor

ISD does not have a school counsellor. All teachers, in accordance with our Behaviour Policy and our belief on PSE (Personal, Social and Physical Education), take on the role of counsellor and offer student guidance as and when needed. This is especially so in the case of class teachers who play a vital role in the personal and social development of children under their care. The school is also

able to call on support services from the Samenswerkingsverband, or Wippolder Medical Centre to support children in the school when needed.

4.3 Medical and health organisation

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

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

- School Doctor
- Assistant
- School nurse

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

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

Jeugdgezondheidszorg Zuid-Holland West

Telephone: 088 - 054 99 99 (Monday to Friday from 08.30 tot 17.00)

E-mail: info@jgzzhw.nl

Website: www.jgzzhw.nl

5 Organisation

5.1 ISD leadership

ISD leadership includes the Head of School and the Deputy Head, currently the PYP coordinator's role is part of the Head of School's responsibilities.

5.2 ISD teacher profile

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

5.3 School Day

Jaffalaan

	Monday	Tuesday	Wednesday	Thursday	Friday
7.45 (doors open)					
8.15 (day starts)					
12.30 (lunch break)			All groups		Groups 1 and 2
13.30 (resume classes)					
14.45 (end of classes)	All groups	All groups		All groups	
15.00 (school closes)					

Nieuwelaan

	Monday	Tuesday	Wednesday	Thursday	Friday
8.00 (doors open)					
8.30 (day starts)					
12.00 (lunch break)					
12.45 (Wednesday end-of-school-day)			All groups		
13.00 (resume classes)					
14.45 (end of classes)	All groups	All groups		All groups	Groups 3 to 8
15.00 (school closes)					

All students are supervised during lunch break, after which all students go outside to play.

5.4 Timetabling:

The nature of the Primary Years Programme means that many of the disciplines are integrated into units of inquiry. These units form at least 50% of the school week and include social studies, visual & performing arts in addition to relevant areas of language & mathematics. PYP Science and PSE are also integrated into units of inquiry.

5.5 Information Technology (IT)

ISD is committed to the integration of technology as a support and facilitation for better learning.

Classrooms have interactive smart boards at adjustable heights for class and group teaching.

Tablet-based technology is used for individual and paired work. Discrete IT skills are taught so that the children develop progression in their learning. The inquiry-based approach from PYP is actively enhanced by the use of technology and we encourage the children to see the natural and intrinsic value of learner technologies in everyday life.

5.6 School premises

ISD's Group 1, Group 2 and Group 3J are located at Jaffalaan 9, TU Delft Campus, 2628BX Delft.

Group 3N, and Group 4 to 8 are located at Nieuwelaan 60, 2611RT, Delft.

5.7 School Holidays 2017/18

School starts 22 August 2017

13 October	<i>Staff study day-no school for students</i>
16 October – 20 October	<i>Autumn Break</i>
23 October	<i>Staff study day-no school for students</i>
22 December- 05 January	<i>Winter Break</i>
08 December	<i>Staff study day-no school for students</i>
26 February – 02 March	<i>Spring Break</i>
05 March	<i>Staff study day-no school for students</i>
30 March	<i>Good Friday</i>
02 April	<i>Easter Monday</i>
27 April	<i>King's Day</i>
30 April – 11 May	<i>May Break</i>
14 May	<i>Staff study day-no school for students</i>
21 May	<i>Pentecost</i>
13 July	<i>Start of Summer Break</i>

5.8 Daily organisation – parental and student expectations

ISD warmly welcomes the involvement of parents in the life of the school. We are a small family school and daily contact with parents is important to ensure close communication between home and school is established. We ask for parental help and volunteers in class, on school visits, or to share some expertise with our students.

Communication

- Any family changes of address or contact details should be made known to either the school offices in person, in writing or via email - isdelft@laurentiusstichting.nl.
- Leave of absence request forms should be submitted at least two weeks in advance of the dates requested. You are expected to include a reason for the request that complies with the leave of

absence regulations. For more information on guidelines for what we can and can't grant leave of absence for please see the school blog.

- If students need to leave school before the end of the day, or are going to arrive late, permission should be requested in advance. Departure or arrival should be with as little disruption to the rest of the class as possible, so preferably between lessons or during a break.
- If a student is sick, the parent needs to let the school know **by phone or email before the start of the school day** (isdelft@laurentiusstichting.nl).
- If students are unable to do their homework, they need to provide a note from their parents/guardians explaining why.
- Birthday celebrations may take place in class, however we expect the parents to discuss this with the teacher(s) in advance. The school has a strong preference for healthy treats where possible.
- If students have a play date after school, this should be communicated to the classroom teacher(s) by his/her parent/guardian and it should be clear who will be collecting the student.

Courtesy

- You are responsible for ensuring that all required payments are made on time using the prescribed procedures.
- Electronic equipment such as mobile phones and games' machines should not be brought to school. If a mobile phone is considered essential, the class teacher needs to be informed in writing.
- The children should be in the school playground at least five minutes before the given starting time so that teachers can collect all the students in time to start the day together.
- When collecting your child(ren) you are expected to be in the playground by the given end of school time.
- Dogs may not be brought into the school playground.

5.9 Lunch Times

Students eat lunch in the classroom at their table and are supervised by their class teachers and class assistants. After they have eaten they are allowed out to play in the playground. All children have 30 minutes of eating time followed by 30 minutes of playing time. Outside play is supervised by teachers and teaching assistants. A duty roster is drawn up every year by the Head of School and each member of staff takes responsibility for either supervising the children as they eat or when they are outside playing as listed on the roster.

At break time children are given a 15-minute period in the morning to have a snack under the supervision of their class teachers. Children then have a 15-minute period of play outside which is supervised by a mixture of teachers and classroom assistants.

Each member of staff has a 30-minute lunch break in which to eat their lunch on any given day.

5.10 Food and Drink – A healthy lifestyle school

ISD promotes healthy living and a balanced lunchbox and morning snack are an essential part of this. All students should bring a prepared lunch and a morning snack, except on Wednesdays, when only a morning snack is necessary. Children in Group 1 and 2 only need to bring in a morning snack on Friday as well, as they finish at 12:30.

We hope parents support us in promoting healthy eating habits and we have provided the following suggestions to help them with this:

- Snack and lunch boxes should be labelled with the student's name.
- A drink should also be provided in a refillable water bottle.
- We strongly encourage fruit and vegetables as part of everyday lunches and snacks.
- Birthday treats - please try to provide healthy options where possible and realistic.
- No carbonated (fizzy) drinks should be brought to school.
- No chocolate biscuits, chocolate bars, or other sweets should be brought to school
- No nuts should be brought to school.
- No chewing gum is allowed in school.

5.11 Clothing

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

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

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

5.12 Classroom equipment

Children do not need to bring in their own pens and pencils as all classroom equipment needed is provided.

5.13 Personal storage for students

All students have a dedicated space to keep their coats and lunch boxes during the day.

5.14 Information Channels

Information on what goes on in school and in your child's classroom is communicated through the school and class blogs. You will receive a username and password for the class blog at the beginning of the school year and for the school blog when your child first attends ISD. Any issues regarding access to the blog should be reported to the deputy head (school blog) or the class teacher (class blog).

The school calendar may be found on the school website: www.isdelft.com.

5.15 School attendance and compulsory education

When living in the Netherlands it is the legal duty of any parent to ensure that any children aged 5 or above are registered with a school and 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. Any special leave can only be for a maximum of 10 school days and 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 child/children out of school without permission the school has the legal obligation to report this to the Leerplicht Ambtenaar, who, in most cases, takes legal action.

When is permission for leave of absence permitted?

Moving house – 1 day

Family weddings up to third degree – 1 day

Wedding anniversary of parents (25 years) - 1 day

Serious illness of a relative

Death of a relative

Recognised religious festivals

Reasons when leave will not be granted are:

Holidays at non-peak time

Early leave or late return because of traffic

Family visits

Non-availability of suitable flights

Submitting a request for leave of absence

Request forms can be downloaded from the school website or collected from the school office

When completed, the request form should be given to the office at least four weeks in advance of the requested dates.

Punctuality

It is the responsibility of parents to ensure that children are in school on time in the morning. Children need to be in school 5 minutes prior to the start of the school day. Anyone arriving after the start of the school day is considered to be late. Should a child be late five times in a term they will receive a letter from the school asking them to make an effort to ensure they are in school on time.

Should the situation not improve, then after three more lates (total of eight days) parents will be invited to have a meeting with the Head of School to discuss the matter.

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

5.16 Complaints

- Whenever you have concerns, questions or complaints you are always welcome to discuss these so that we can reach a solution together. You should first discuss these with your child's class teacher. Such issues usually require the full attention of the teacher, so a meeting should be

scheduled at a time that does not interfere with the teacher's preparation or other scheduled meetings. If this does not resolve the situation you can contact the Head of School or Deputy Head of School.

- Each parent or each child can also speak in confidence to the Internal Confidante if they have a problem that they feel uncomfortable speaking to the teacher or school management about. Further discussions or steps can only be taken with the parent's permission. *See staffing list for contact details.*
- For complaints that cannot be resolved by the teacher, school management, Internal Confidante (vertrouwenspersoon) or the school management board, there is a nationwide complaints commission www.gcbo.nl

Official complaints procedure

A complaints regulation is a legal requirement. The complaints regulation may be obtained from the school administration and an example is available on the foundation's website (www.laurentiusstichting.nl). The first point of contact for any complaint is the Vertrouwenspersoon (confidante). The confidante of the schools within the Laurentius Stichting is:

Dhr. J.M. van Ochten

Ranonkelweg 1

2651 MX Berkel en Rodenrijs

Tel. 010-5113202

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

Stichting Geschillen Commissies Bijzonder Onderwijs

Postbus 82324

2508 EH Den Haag

Tel. 070-3861697

Fax 070-3020836

Email: info@gcbo.nl

5.17 Participation Council (Medezeggenschapsraad – MR)

Dutch regulations regarding participation in schools (1 January 2007) regulate the establishment of participation councils (MRs) in Primary and Secondary education in the Netherlands. A participation council comprises of members proportionally divided between staff and parents/students (students in Secondary education only). The members of the MR are elected.

ISD has established the MR in order to adopt the Dutch participatory model for schools in which staff and parents and have a voice and play an advisory role for certain areas of school vision and planning.

ISD also has a Parent Teachers Association (PTA) to enhance the role parents can play in organising social and community oriented events.

6 Admission

6.1 Admission policy

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

7 Financial matters

7.1 Parental fees

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

Annual tuition costs per child are 4,000 euros.

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

7.2 Standard terms and conditions

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

7.3 Accident injury insurance

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

8 Questions about the Dutch school system

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

The Ministry of Education, Culture and Science
www.minocw.nl/English/index.html

NL Government
www.government.nl/issues/education

Holland Expat Centre
www.hollandexpatcentre.com

For further information (in Dutch) please see the parent information site:
www.5010.nl

9 Contact details

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

+31 (0)15 2565761 (Nieuwelaan)

School email address: isdelft@laurentiusstichting.nl

Website: www.isdelft.com

10 Staff list 2015- 2016

Head of School/SENCo/ELL Co – Sandip **Jagdev**

Deputy Head/PYP Coordinator – Marianne **Mink**

PYP Class Teacher Group 1/2 Seahorses – Joanne **Bolton**

Teaching and Learning Assistant Group 1/2 Seahorses/ Librarian – Sólbjörg **Björnsdottír**

PYP Class Teacher Group 1/2 Turtles – Alanna **Johnson**

Teaching and Learning Assistant Group 1/2 Turtles –Stephanie **Falanka**

PYP Class Teacher Group 1/2 Dolphins – Jennifer **van Rijn**

Teaching and Learning Assistant Group 1/2 Dolphins –Kerryanne **O'Reilly-Dekker**

PYP Class Teacher Group 3J– Daniela **Korman**

PYP Class Teacher Group 3N – Dominic **Turton**

PYP Class Teacher Group 4/5a – Lucy **Fawcett**

PYP Class Teacher Group 4/5b– Kayleigh **Adams**

PYP Class Teacher Group 6/7/8– Mark **August**

Teaching and Learning Assistant Group 3-8 – Renu **Ochani**

Dutch Language and culture – Heidi **Heskes**

Dutch Language and culture – Femke **Danse**

English Language Learners teacher – Irene **Alkemade**

Music Teacher – Dieuwke **Bart**

PE Teacher – Sytse van der **Zwan**

Special Educational Needs teacher – Anne **Criado**

Admissions officer/ Assistant to the Head – Maiwenn **Heijbers**

11 Staff contact details

Sandip Jagdev sjagdev@isdelft.nl

Marianne Mink mmink@isdelft.nl

Joanne Bolton jbolton@isdelft.nl

Sólbjörg Björnsdottír sbjornsdottir@isdelft.nl

Alanna Johnson ajohnson@isdelft.nl

Stephanie Falanka sfalanka@isdelft.nl

Jennifer van Rijn jvanrijn@isdelft.nl

Kerryanne O'Reilly-Dekker koreillydekker@isdelft.nl

Daniela Korman dkorman@isdelft.nl

Dominic Turton dturton@isdelft.nl

Lucy Fawcett lfawcett@isdelft.nl

Kayleigh Adams kadams@isdelft.nl

Mark August maugust@isdelft.nl

Renu Ochani rochani@isdelft.nl

Heidi Heskes hheskes@isdelft.nl

Femke Danse fdanse@isdelft.nl

Irene Alkemade ialkemade@isdelft.nl

Dieuwke Bart dbart@isdelft.nl

Sytse van der Zwan svanderzwan@isdelft.nl

Anne Criado acriado@isdelft.nl

Maiwenn Heijbers mheijbers@isdelft.nl

12 Policies

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

- Assessment policy
- Language policy
- Behaviour policy
- Special Educational Needs policy
- Academic honesty policy
- Homework policy
- Admissions policy

