

International School Eindhoven Primary Department School Guide 2022-2023



Welcome to the International School Eindhoven!

Your child may soon be attending primary school, may be changing schools due to a move, or perhaps your child is already at our school. At ISE, we realize that you are faced with an important decision for your child at this stage and will not take this decision lightly. You are looking for a safe learning and play environment for your child and want to make a carefully considered choice. This school guide for our primary school can help you do that.

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

We are proud to be able to offer excellent facilities, small classes and a highly qualified international faculty. Our student body is made up of a wide variety of cultures and nationalities which helps to ensure that students settle in quickly. We aim to develop each child's unique skills, giving them 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 cannot do this alone. We believe in the importance of building a strong relationship with our parent body to support us in educating our students.

As heads of the primary school we warmly invite you to visit our campus in the forests of west Eindhoven and experience the atmosphere at our school first-hand. Contact us for an appointment and we will gladly lead you around.

Thank you for choosing our school.

Daphne Dansen, Head of the Bilingual Dutch Department ISE
Joan Roach, Head of the International Department ISE

Help improve this school guide

If, after reading this guide, you feel there are areas that are still not sufficiently covered, we would like to hear from you. We are also interested in receiving your comments. They may help us improve the next version of the guide.

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In geval van onduidelijkheid, de Nederlandse versie is bepalend

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1. The International School Eindhoven

The International School Eindhoven is part of the Stichting Internationaal en Lokaal Funderend Onderwijs (SILFO), an educational foundation with four sites. Three of the sites are Dutch national secondary schools serving the needs of the local community Stedelijk College Eindhoven. (2218 students), and the Strabrecht College in Geldrop (1071). The International School Eindhoven is on the Oirschotsedijk and consists of the Primary division and the Secondary division with a total of 1298 students.

Our 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:

(i) 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.

(ii) 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

Education

The ISE has developed a broad based international curriculum. In the primary department we adopt a themed based approach to learning and utilise the design thinking process and enquiry based learning strategies which foster the development of skills, attitudes for learning, inquiry, independence and is internationally focused to meet the needs of our diverse student body. We are currently trialing a project based learning approach which we have called Global Missions. This is our homegrown framework for teaching students within an authentic, real world context combining elements of both project-based learning and design thinking instruction. Instruction is focused around finding a solution from the United Nations Sustainable Development Goals through which Geography, History, Art, Design Technology, Science and Music are incorporated. This provides the perfect opportunity for students to develop their competencies, reflect upon their learning journey and share it with their community. Students work through a process where they are able to connect their learning and take knowledge, skills and understanding with them to the next step of their journey.

The Secondary School is an IB World School and uses the International Baccalaureate Middle Years Programme (MYP) and Diploma Programme (DP). These curricula are designed for



international students. By aligning the three programs and teaching practices, we are creating one continuous curriculum that is focused on developing the independent, global minded learner.

Personal attention

The advantages of international education are many. Small classes, together with a large mixture of cultures and nationalities, ensure that students settle in quickly. We develop each child's unique skills, giving him/her a sense of other cultures without reducing his/her own cultural identity. We help the child to become a confident world citizen who feels that he/she is able to make a difference in his/her own and others' futures. This is done in partnership with parents.

Organization and personnel

Currently we have 2 different structures for the school and there are a number of different rules for the Primary and Secondary departments. At the moment we are working hard to bring both departments closer together in material, organizational, financial and staffing areas. Similarities have been looked at and are currently in the process of merging different parts.

ISE and Brainport Eindhoven

Brainport Eindhoven is famed for developing innovative technologies, bringing together a great number of IT companies and organizations in all sorts and sizes that work on the latest technologies and perform ground-breaking research. This high concentration of multinational and start-up companies attracts many expatriates from around the world. We provide excellent education to the children of international knowledge workers and we are the social and cultural centre for parents. We offer a school campus where children from all walks of life feel challenged and supported. By providing strong education opportunities, ISE supports the region to attract and retain a highly educated workforce. We focus on technological innovation and environmental sustainability (for the students) and provide educational, cultural and sporting opportunities for students, parents/guardians and local families alike. We aim to help the expatriate families integrate into local life in Eindhoven.

Finally...

Education, student development and the school as a learning community are at the top of our priority list. If you would like to discuss any of our ideas and aspirations then please feel free to make an appointment to arrange a visit to the school.

2. The School

Brief history of the Primary School

In 1964, the Philips Gloeilampenfabrieken N.V.'s Board of Directors advanced the idea of creating an International School in Eindhoven and a decision was made to start up the Philips International School in September 1966. The school also opened its doors to students whose parents did not work for Philips N.V. and the school opened on 5 September 1966, with 28 students, spread across Dutch, English and French language streams. One year later there were 45 students and by September 1969 there were 65. It was decided to add a German stream for the 1970-1971 school year. That school year saw an enrollment of 109 students representing 22 nationalities.

To accommodate the growing enrolment, on 1 April 1975, the property on which the school was previously located – Humperdincklaan 4 – was prepared for construction and on 16 June 1975, students representing the 20 nationalities attending the school at that time laid the first stones. The construction of a school located on the Humperdincklaan put the school on a new path, which also entailed a name change. As of September 1975, the Regional International School, RIS, became a reality. In September 2013 the school, now called International School Eindhoven, took up residence at the current location on the Oirschotsedijk.

Since then, the school has grown to be a fully-fledged international school with students representing over 50 nationalities, spread over two streams, a Dutch-language and an English-language stream. As an independent non-denominational school, the school is a VBS (Association for Special Schools) member and is furthermore part of DIPS (Dutch International Primary Schools). The school is also an ECIS member (European Council for International Schools).

Contact Information and Address

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Management of the school

- Mr. B. Prickarts (Director)
- Mrs. J. Roach (Head International Department)
- Mrs. D. Dansen (Head Bilingual Department)
- Ms . Spanbroek (Leader for Learning)
- Mr. G. Latham (Leader for Learning)

The school's location

The school is located in the North of Eindhoven, close to the Ringweg (Ring road) around the city and near the arterial roads to Den Bosch/Weert/Maastricht (A2), Venlo/ Antwerpen (A67) and Tilburg/Breda (A58).

The school's size

The total enrollment as of October 2021 is 706. The overall team in the Primary School consists of approximately 120 members of staff.

Group-teacher assignments for the International and Dutch streams

The school uses the “leerstof-jaarklassensysteem”, an age-based study programme group system. The next page shows the sub-division for the beginning of the 2019-2020 school year. Each June/July parents receive a letter with the new formation for the following year.

3. Core qualities

We stimulate students in the search for and development of their talents. We prepare them optimally for further education and for a fast-changing society, so that they can offer a lasting contribution to society as responsible world citizens.

The primary school admits children from the age of 4 years and our lower foundation group enrolls children from the age of 3. The school is open to children of all nationalities, denominations and cultures, based on the principle of equality. Because children are taught to respect one another now, they are open to “others” in the future. We are vigilant about discrimination and bullying and will always be ready to take steps to prevent it.

We live in a society with many different political and religious convictions and with people with completely different backgrounds and origins. This is especially evident in our school with its many nationalities. By working together we shape our society and prepare the children for the role they will be playing in this society.

Our core qualities, the principles we as a school stand and strive for and how we distinguish ourselves, are: development-focussed, transparency, security, respect and inter-cultural behavior.

The focus of our school is the development of the students. To best support our students, all those who are connected to the school will continually work on their own development. We are a ‘learning community’.

Transparency is an important aspect to help students, parents and staff members know where they ‘belong’ and where they can go. It is also seen in the way we communicate about the choices we make and how we make them: in cooperation with all those involved in and around the school.

Our small team structure offers students and staff a secure environment, where they both are responsible for an atmosphere of trust and respect.

Respect determines how we act and respond and relate to others. Respectful interaction is all the more significant in a school like ours, which is characterised by a wide variety of cultural, ethnic and religious backgrounds. We see this variety as an added value to our school. We want our students and staff members to see beyond their own cultural and national boundaries and to show international mindedness.

Core qualities of the Foundation Group

The Dual Language Foundation group provides a healthy and safe environment where children learn and develop to ensure children's "school readiness". It gives children the broad range of knowledge and skills to build the right foundation for good future progress through school and life.

In the Foundation group, we seek to provide:

- quality and consistency in our early years settings, so that every child makes good progress and no child gets left behind;
- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- partnership working between practitioners and with parents and/or carers;
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

These are our four guiding principles:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through positive relationships;
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- children develop and learn in different ways and at different rates.

4. Structure of the educational programme

The ISE primary has 2 departments: the International department and the Dutch department. The maximum number of students in each group is 22. By keeping groups to a smaller size the individual attention that can be given to each student is maximised. We maintain the right to (temporarily) deviate from these numbers.

International Department

Students are eligible for the International Department if their parents are living and working in the Netherlands for a limited number of years. Students are placed in the International Department when they will stay in the Netherlands for a limited period. The study programme for the International Department is divided into 8 age groups.

Literacy

The school follows the New Development Matters in the Early Years Foundation Stage curriculum (for 3-5 year olds) and the Renewed Primary Framework for Literacy from the UK for children in groups 2 to 7.

Mathematics

Mathematical skills and understanding in the foundation stage are developed through practical activities in sorting, data collecting, measuring, time, space, shape and number. This reflects the Early Years Foundation Stage (EYFS) curriculum.

For groups 2 to 7 the school follows the Primary Framework for Mathematics from the UK which promotes an emphasis on mental calculations and interactive work. Mathematics teaching promotes an understanding of the number system. Students are taught a range of computational skills and a variety of strategies to solve problems and to investigate different methods to identify what works best for them. They also have the opportunity to acquire a range of practical skills in measuring, weighing, using money, constructing graphs and telling the time.

International Curriculum

Themes are used to teach integrated subjects from Groups FD-7. The subjects covered under this curriculum include History, Geography, Science, Art, Music, and Design Technology. Each unit is approximately 9 weeks long. Teachers are given the flexibility to spend additional time on subjects based on the units and learning objectives. In the lower

school, subjects are experienced by the students in an integrated manner and units are flexible in length.

The learning objectives cover knowledge (facts and information), skills (practical abilities), and understanding (deeper awareness of key concepts). These three areas are developed throughout the year groups.

Curriculum Developments

We are currently trialing a project based learning approach throughout the school. Global Mission is our homegrown framework for teaching students within an authentic, real world context combining elements of both project-based learning and design thinking instruction. Instruction is focused around finding a solution from the United Nations Sustainable Development Goals through which Geography, History, Art, Design Technology, Science and Music are incorporated. Providing the perfect opportunity for students to develop their competencies, reflect upon their learning journey and share it with their community. Students work through a process where they are able to connect their learning and take knowledge, skills and understanding with them to the next step of their journey.

Subject area & timings International department

Subject	Minutes per week
Maths (includes problem solving & reasoning and calculation)	225 minutes a week in groups 1-2 300 minutes a week in groups 3-7
Literacy (includes core lessons on reading and writing, phonics, spelling, grammar, handwriting, and small group focus lessons)	310 minutes a week in groups 1-2 320 minutes a week in groups 3-7
IC	225-360 minutes a week
ICT	45 minutes a week
DFL	135 minutes a week
Gym	90 minutes a week
Library	45 minutes a week
Traffic (groups 6 & 7 only)	15 minutes a week

Dutch department

Students are placed in the Dutch Department when they will be in the Netherlands long term. The school's Dutch department consists of 8 age groups.

In the Dutch Department teaching methods are used which fulfill the attainment targets. We use a theme based approach by using Alles in 1 for the groups 4-8. In group 3, "Veilig de Wereld in" is used, and groups 1 and 2 are working with "Kleuterplein". In 2018-2019 we started the pilot in group 7 and 8 together with group 7 of the international department for our enquiry based approach, which is called our Global Missions project. The project has been evaluated and in 2019/20 was expanded to the groups 2. In the 2020-2021 school year, we tested this way of working in almost all other groups. This trial phase will be continued in 2021-2022.

In the 2020-2021 school year, we switched to the new Getal en Ruimte Junior method for math education.

The Dutch department provides bilingual education in all groups. 30% of the student's lesson time is through the medium of English. During the English lessons, students learn grammar, spelling, reading and speaking. These lessons are taught by the EFL teachers (English as Foreign Language specialty teachers). Gym lessons are taught in English and each class has a number of lessons taught in English by the class teacher.

In the table below the division of lesson time per subject is presented in minutes per week. It needs to be explained that due to our theme based approach a lot of subjects are integrated in the themes we offer

	Literacy	Maths	Gym
Group 1-2	975	105	90
Group 3	1035	225	90
Group 4	1125	270	90
Group 5	1100	285	90
Group 6	1125	300	90
Group 7	1105	180	90
Group 8	1220	225	90

We continuously work to improve quality, through:

- selecting methods that meet the core learning objectives
- the use of professional personnel
- the use of quality assurance instruments

Physical, social and emotional education

Strong emphasis is given in all year groups to the development of an effective physical and emotional environment including an essential focus on personal, social and emotional education. Children's individual needs are provided for by class teachers with the support of the Educational Needs team (EN).

Language Acquisition

Each year a number of students enter the ISE speaking no Dutch or English. There is a language support process in place to help these students develop proficiency in Dutch or English. English as Additional Language (EAL) support staff and The Dutch as an Additional language teacher (DAL) work with students who are new to the target language in small groups. A variety of strategies are utilized to prepare these students for the mainstream lessons to enable them to fully access the curriculum.

Dutch lessons are given within the International Department, and English lessons are given within the Dutch Department for all students. Within the International Department, the Dutch as a Foreign Language lessons (DFL) include both language learning and cultural awareness. Participating in DFL lessons enables students to feel welcome in the Netherlands and assists them in their integration into the Dutch community.

The Dutch Department takes part in Tweektalig Primair Onderwijs (TPO), a national bilingual project, providing instruction in English for 30% of the time. Our students have shown strong language learning through this program and the department has led the country with exemplary results.

The importance of students' home languages is highly valued. Throughout the school strategies are employed to foster using the home language in the classroom as a tool to acquire the target language. We also offer home language classes which are taught by home language tutors after school. We are continually striving to extend the language provision at the ISE to facilitate continued learning in students' home languages. At the moment we have tutors for Turkish, Spanish, French, Italian and Chinese home language lessons

5. Admission

Parents/guardians may apply for placement by going to our website at www.isecampus.nl where they can complete the application for admission form online. Placement depends upon the group size as well as on specific needs of the child and/or age group.

5.1 Acceptance of students

What is the intended target audience for the school?

The International Department caters for the needs of students who will be in The Netherlands for a limited period of time.

The International Department provides education through an English medium for students whose parents are able to demonstrate a need for international education.

A student can be admitted to the International Department if he/she complies with one of the following:

- The student has a non-Dutch nationality and has a parent that is working in The Netherlands for a limited time;
- The student has Dutch nationality and has lived and gone to school abroad for at least two years because a parent was stationed abroad;
- The student has Dutch nationality and has a parent that will be stationed abroad within two years and for at least two years.

Children in the International Department are placed according to the D.I.P.S. regulations. These regulations are available upon request.

The Dutch department caters for:

- Children with a foreign nationality who will be staying in the Netherlands for a longer period of time and have to be prepared for the Dutch educational system.
- Dutch children who, after having stayed abroad, have to be prepared again for the Dutch educational system.
- Dutch children whose parents choose this school as an internationally oriented primary school.

Registration

Our school uses the applicable admission rules prescribed by law. This means that every four-year old child is entitled to attend school, but this is not mandatory. They are also entitled to visit 1 morning per week, as soon as they are 3 years and 10 months old.

The rule that applies to enrolment is that there must be an available place in the relevant group and that we can cater for the needs of the child. Children who will continue to the Dutch Department and will turn 4 in September, October, November or December may continue to group 1. The children who will continue on to the International Department will remain in the Dual Language Foundation Group until the start of the next academic year. This is due to the difference in education systems.

The Foundation class will be divided into two groups, upper foundation and lower foundation. The lower foundation will be for children who are 3 years of age and the upper foundation will be for children that have turned 4 before the end of the school year. We recognize that these children have additional learning needs and should be extended before they enter group 1. All children will have access to both languages; however, they will be directed to language appropriate activities according to their choice of continuing education.

Once the four year olds are registered at the school, the expectation is that they will attend school regularly and not be absent due to a holiday or for some other reason. The school's holiday periods apply to these children as well.

Education becomes compulsory at age five. At that point the child is obliged to attend school. This obligation becomes effective on the first school day of the month that follows the month in which the child turns five. To go into group 2 (5-6 year olds) your child needs to turn 5 before September 1st (International Department) or January 1st (Dutch Department).

Our school can admit all students that comply with the age requirement, regardless of nationality, religion, or other personal conviction. Siblings of children who are already enrolled at our school are given admission priority. Our school office can provide you with all the information needed for enrollment. The school will be responsible to place your child in the right year group. The school upholds a 6 week probation period before finalizing placement. If necessary, tests and/or external examination can be part of the enrollment procedure.

5.2 Admission process

Parents enlist their child at least 10 weeks before the beginning of the school year at the school of their choice. After registration the school has 6 weeks to decide upon admission of the student. This period of time can be extended once by 4 weeks. If the Board has not

reached a decision after 10 weeks, then the student is entitled to a temporary placement at the school of registration, until the school has found a suitable place for this student.

If parents do not agree with the school's decision to admit, they can ask for support from an educational consultant. Educational consultants mediate between parents and the school without cost. If that does not work out, parents can go to the (temporary) national committee of arbitration regarding inclusion.

Admissions Procedure

1. Parents/guardians complete the Registration of Interest within Open Apply.
2. Parents/ guardians receive acknowledgement from the Admissions Office.
3. The appropriate application form will be added to the Open Apply checklist. Parents complete the Checklist items online via Open Apply, including uploading important documents such as school reports, a passport, IEPs, and any other additional developmental reports
4. Once the completed Checklist items have been received, the Admissions Committee will review the application for admission. As part of this process, the ISE may contact previous schools, if approved by parents. The Admissions Committee will issue a decision on admission and placement and will inform parents of the status of the application within 6 weeks.
 - a. If the application is accepted, parents will be sent a confirmation of admission and, if needed, additional intake and admissions documents will be sent to parents to complete.
 - b. If the application for admission is refused, parents will be advised of the intention to refuse or final decision to refuse as well as the reason(s) for refusal and be given support to find a more suitable school placement.
5. Students who qualify for admission may be placed on a waiting list if a space is not immediately available. Students are placed on the waiting list in order of receipt of



applications. Parents will be informed immediately on their application if there is a waiting list.

We expect you to provide the school with complete documentation concerning your child's educational history (educational report). If this information is not complete or inaccurate, we are not able to place your child at the ISE.

This documentation must at a minimum include the following:

- School reports of the previous 2 years
- Test results
- If applicable, information about special care needs provided by the previous school including copies of individual action plans, test results and (external) examination reports

This documentation should be submitted together with the application and school fee forms before a predetermined date. This procedure is also applicable to brothers and sisters of students already admitted to the school.

5.3 Admission of students with Special Needs

According to the 2014 Education act schools have a duty of care to provide good education for each student who has applied to the school.

In order to provide good education for all children, regular and special schools form regional partnerships. The schools in the partnership make agreements on how to support students and fund educational needs. Previously, parents of a child needing extra support needed to find a suitable school. However, since the 2014 Education Act the mainstream school that the child is attending is responsible for finding an appropriate educational place to cater for the child's educational needs.

The school where a child is registered is obliged to first see if the child can receive additional support in the classroom. If the school itself cannot cater for the child's educational needs, then the school will find an appropriate school for the child.

A school support profile has been written for the ISE primary. This describes exactly what educational needs can be supported and accommodated at the school.

Our teachers are experts in the field of language learning in English and/or NT2 level Dutch. The presence of special language classes is an additional facility, tailored to our population of students. Due to the large influx of new students, during the academic year, we work with teaching assistants in

groups 1 to 3. These teaching assistants can also support if or when a group exceeds the maximum of 22 children. In both the Dutch and the international department, we have remedial teachers (support teachers) at our disposal who can guide the children either individually or in a small group.

Due to the lingual barrier, the children of the international department cannot make effective use of the support offered by psychologists and / or orthopedagogue in the region. Hence close collaboration with English-speaking psychologists and / or orthopedagogue elsewhere in the country are facilitated through our EN Team.

The ISE has a comprehensive educational needs team to effectively monitor our transient international population.

Specialised teachers within the ISE's standard basic support:

- Teacher librarian
- Second language teachers
- Foreign language teachers
- Dyslexia specialist
- Maths coordinators
- Culture coordinators
- Literacy coordinators
- Remedial (Support) teachers
- Internal supervisors
- Additional assistants
- Educational assistants
- Neuro-linguistic programming (NLP) / Mindfulness coach
- School video interaction (SVIB) supervisor
- Kids Skills coaches
- ICT specialists
- Gym teacher
- Bilingual Primary Education (TPO) coordinator
- Motor Remedial Teacher (MRT'er)

5.4 Acceleration / extending a year

The school supports the acceleration of students provided they possess sufficiently developed educational and social/emotional maturity. The Dutch Inspectorate of Education expects schools to abide by these principles.

Criteria that apply to 'accelerated advancement' and 'repeating' decisions:

- Requests can originate from parents/guardians as well as teachers.
- Requests are processed by the I.B./E.N. team. The procedure is then discussed with the parents/guardians.

- Extensive internal investigation will take place, both on an educational and social/emotional plane. If necessary, this is followed up with an external investigation.
- Based on the results, the management of the school makes a decision to accelerate or to repeat.
- This decision is discussed with the parents/guardians.

5.5 Burgerlijk SOFI Number (BSN number)

All students are required to have a BSN number (income tax number available at the income tax office). You are required to provide this number to the school.

5.6 Withdrawal of students

Withdrawal of students must be performed in writing by using a withdrawal form, obtainable at the reception or from the website. The school's administration would appreciate being informed of your child's departure in a timely manner. The reports and statement of attendance you need can take up to 4 weeks to prepare. School fees are due up to and including the last month that your child attends school. Should you provide less than one month prior notice you are also charged for the subsequent month.

6. Student Monitoring System

A child has a natural tendency for development and is by its very nature inquisitive. We try to balance these tendencies and to stimulate the child in different directions. If a child's development proceeds at a somewhat slower pace we provide help. The school is structured by age groups. Children of the same age are generally grouped together. The school generally tends to make use of smaller groups. Our goal is to take the needs of each individual child into account to the maximum extent possible.

The subjects 'Literacy' and 'Mathematics' constitute the core of our education programme.

At our school, the students are monitored in different areas. We not only look at their cognitive abilities, but also at their social-emotional wellbeing. For instance, in groups 1 and 2 of the Dutch Language Stream, we use 'Look!' and in groups 3-8 it is 'SCOL' and 'CITO' .

In the international department, children are monitored using the INCAS assessments by CEM, (the Centre for Evaluation and Monitoring). Children are assessed in the first few weeks after the start of the school year, or when the child has recently started at the ISE. With the INCAS assessment we get a picture of the academic development for language and maths, but also of the overall learning skills. In the International department the students' social and emotional development is monitored by 'Emotional Literacy' from NFER Nelson.

External education guidance bureaus, supports the school and teachers by providing advice, information and guidance to students and their teachers in case of learning and/or behavioural problems. In addition, at the ISE we have a number of teaching assistants, remedial teachers and motor remedial teachers to support the students.

Behaviour, performance in class and/or the results of tests and assessments sometimes provide reasons for taking action. For example, it may be necessary to (temporarily) give a child additional assistance. The school has an I.B./E.N. coordinator responsible for coordinating the assistance required. In cooperation with the group teachers, this I.B./E.N. coordinator provides guidance to students that require additional assistance, prepares action plans and carries out an assessment to determine if it is necessary to seek external assistance.

Occasionally we may advise that a child be redirected to some form of special education. Such advice is always preceded by a carefully planned process.

Because we feel it is important that every member of our community feels welcome and safe in our school, we use the positive behaviour approach. We also have an anti-bullying policy that we use in case bullying takes place. Our EN coordinators are the also our anti-bullying coordinators

6.1 Dutch Department – Testing and Results

The Dutch Language Department uses the following tests to monitor students' skills development:

Test	Gr 1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8
Autumn Observations								
Winter Observations								
Spring Observations								
DMT								
AVI								
Reading Comprehension Test								
Spelling								
Verbs Spelling								
Arithmetic and Mathmetics								
Cito Entrance Examination								
Final Examination								

	Applicable for this group		Not applicable for this group
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- (1) In Group 4: administered to Group 3 students who require individual attention.
- (2) When needed we can also assess children with the Raven 2



In addition to the usual student reports, parents/guardians also receive an educational assessment report when:

- A student applies for secondary education in group 8.
- A student registers for another primary school, e.g. in case of a move.

A report will keep the parents/guardians of students in groups 1 - 8 up to date on the progress of their children. The first report mainly covers the social and emotional development of the child and the second and third reports will specify the academic ability. Parents/guardians will always be able to discuss the results in a meeting with the class teacher.

The results of the tests are discussed by the team during student assessment meetings. The results are filed in an individual student file. We use the CITO – a leading company in the development of testing and assessment instruments – student monitoring system. As parent/guardian you are entitled to view the student file of your child(ren). Please contact the school to make the necessary arrangements.

In addition to the results of the tests mentioned above, the teacher's observations during class and the results of the method-related tests constitute an even more important tool for monitoring progress and development.

The CITO "Entrance Examination" is administered to students in group 8. This test provides information about progress related to the cognitive development of the children. Results of these tests are always discussed with the parents.

All students in Group 8 take the "Primary Education Final Examination". The ISE has chosen the IEP test. The results of the test provides information about the individual student in relation to making the transition to the secondary school system and also for evaluating the education provided within the school itself. The results are discussed with the class teacher and the student.

Primary education final examination

School Year	Number of Students	Score ISE	Average Netherlands
2016 - 2 017 (DIA)	19	3654	unknown
2017 - 2 018 (IEP)	IEP	86.7%	
2018 - 2 019 (IEP)	19	86.6	81.8
2019 - 2 020	21	No Assessment	-
2020 - 2 021	20	84.2	79.7
2021 - 2 022	14	84	80

Students will be closely monitored in their development throughout the curricular year. This is an on-going process and is achieved through informal observation, schematic testing and standardized assessments (as listed on the previous page). The purpose of these assessments are to monitor your child's development. They are mainly conducted to facilitate our teaching and to determine how the school needs to cater for the social/emotional and academic needs of our students. Your child's results will be shared with you when the teacher has recognized a significant delay or acceleration in your child's skills development. The class teacher will be able to answer any questions concerning the assessments in their group.

6.2 International Department – Testing and Results

The International Department uses the following standardized assessments to monitor students' skills development:

Assessments	*UFD	Gr 1	Gr 2	Gr 3	Gr 4	Gr5	Gr6	Gr8
Social/Emotional Screening								
E PIPS Nursery Baseline Assessment								
Running Records (determine reading levels)								
Development Reading Assessment (DRA)								
Single Word Spelling Test (SWST)								
Maths in Progress (MIP)								
INCAS Computer Adaptive Assessments								

* UFD = Upper Foundation

	Applicable for this group		Not applicable for this group
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In geval van onduidelijkheid, de Nederlandse versie is bepalend

INCAS Analysis 2022

Interpretation of the standardized scores:

	Standardized Score	Description	Student Requires
A	130+	Extremely High Score	Enrichment Possibilities
B	115 - 129	Moderately High	Mainstream
C	86 - 114	Average	Mainstream
D	70 - 85	Moderately Low Score	Occasional Extra Support
E	< 70	Extremely Low Score	Regular Support Necessary

Student numbers:

Group 3: 75 students

Group 4: 73 students

Group 5: 85 students

Group 6: 97 students

Group 7: 101 students

The percentage of EAL (English as an Additional Language):

Data to determine the percentage of students learning English as an additional language is no longer collected by the EN department. First of all deciding and agreeing on a unanimous definition for 'mother tongue' has proven to be a challenge. At the ISE, just as any International English medium school, we have students who have always attended an English mainstream school but who speak another language at home with their parents. Their English may not be categorized as an additional language but categorizing this student as a mother tongue English speaker (in context/practice) will also not fully justify their lingual status. Please note that using the EAL percentage data in interpreting/analyzing the assessment results, have proven in the past to be less significant.

Reading (these results are percentages) 2021						Reading (these results are percentages) 2022					
	A	B	C	D	E		A	B	C	D	E
Group 3	6	13	62	19	0		6	16	61	17	0
Group 4	7	24	62	6	0		3	18	56	23	0
Group 5	1	26	62	7	4		4	24	72	0	0
Group 6	2	23	68	6	1		1	15	70	11	3
Group 7	5	17	74	4	0		1	21	71	6	1

*dyslexia

Gen. Maths (these results are percentages) 2021						Gen. Maths (these results are percentages) 2022					
	A	B	C	D	E		A	B	C	D	E
Group 3	1	24	71	4	0		8	19	69	4	0
Group 4	13	24	63	0	0		8	27	57	644	2
Group 5	11	18	64	5	2		8	20	52	8	0
Group 6	15	36	42	7	0		11	19	61	12	1
Group 7	3	17	76	4	0		2	19	67		0

In geval van onduidelijkheid, de Nederlandse versie is bepalend

Mental Arithmetic (these results are percentages) 2021						Mental Arithmetic (these results are percentages) 2022					
	A	B	C	D	E		A	B	C	D	E
Group 3	3	26	66	4	1		4	27	57	5	7
Group 4	12	29	54	4	1		9	28	52	4	7
Group 5	14	27	53	1	5		15	29	54	2	0
Group 6	6	34	55	3	2		1	35	53	1	0
Group 7	6	27	64	3	0		1	21	71	6	1

Developed Ability (these results are percentages) 2021						Developed Ability (these results are percentages) 2022					
	A	B	C	D	E		A	B	C	D	E
Group 3	3	14	64	18	1		4	10	61	18	7
Group 4	6	22	61	9	2		1	24	64	7	4
Group 5	12	27	53	7	1		8	32	56	4	0
Group 6	10	40	48	2	0		3	34	59	4	0
Group 7	11	36	51	2	0		5	34	56	5	0

In geval van onduidelijkheid, de Nederlandse versie is bepalend

6.3 Collaborative Partnership Inclusion Eindhoven

Commencing inclusion, our school is a member of the collaborative partnership inclusion PO Eindhoven “Samen voor Kinderen” (Together for children). The collaborative partnership consists of every school for primary and special (secondary) education in Eindhoven, Best and Son en Breugel. The Law regarding inclusion requires a collaborative partnership to give shape to a number of substantive, organizational and financial changes. These changes are named in the support plan. In the support plan our collaborative partnership describes how it will give substance to inclusion for all students in Eindhoven, Best and Son en Breugel.

Remedial teaching (RT) during school hours

In principle, students will not receive RT during school hours. You may, however, request this in writing to the Head of Department. Please see the management team for more information

6.4 Reporting students achievements

Starting in Group 1, students receive a report card three times per year. The first report, given out in the autumn, covers the social and emotional development of the student. The 2nd report, given out in the spring, and the 3rd, the end of year report, provide information about your child’s academic development. Students in our Upper Foundation group receive a social and emotional report during the term that they start at the ISE and an academic report in their final term.

Dutch Language Department

Extensive discussions take place about the potential options for secondary education with the parents/ guardians of children in Group 8 in the spring and the school’s recommendation is provided as well. A Primary School Final Examination is also administered. Generally speaking the results of these examinations tend to confirm the school’s recommendation. The school’s recommendation carries the most weight because it reaches far deeper than the results produced by three mornings of Primary School Final Examinations. This recommendation also takes the personality, study habits, stamina, family situation and the interests of the student into consideration. The final choices are made in March and the parents are responsible for registering their child at an appropriate school for secondary education. An educational report is provided for the chosen secondary school and parents will receive a copy.

Guiding the Transition of Students into Secondary Education

An information evening is held for parents/guardians of Group 8 students to explain the different aspects related to the upcoming choice of schools in general terms. This includes the time schedule. Before the students take the CITO Primary School Final Examination, the school issues a recommendation concerning their school options. Based on this recommendation an individual meeting is held with the parents/guardians of the relevant student to discuss the options open to the student in selecting a secondary education path. Information brochures will be distributed at the school concerning individual secondary schools. Information about open houses held at these schools will also be provided to the students in a timely manner.

Students will visit several secondary schools in the area.

Transition into Secondary education – Dutch department

	1-8-2017	1-8-2018	1-8-2019	1-8-2020	1-8-2021	1-8-2022
VWO	11	10	9	8	7	4
HAVO/WVO	3	4	4	4	5	4
HAVO	2	5	2	2	3	4
VMBO/HAVO	1	1	-	2	2	-
VMBO-T	2	1	4	4	3	4
VMBO-G/K/B	-	-	-	1	-	-

International Department

The transition to the ISE Secondary Department is subject to thorough preparation for Group 7 students in the International Department. For most parents of English-language children or parents of children who are in the process of learning English at the ISE Primary School, the transition to secondary education is of the utmost importance. The school recognizes the importance of a solid preparation at the primary education level for future attendance at a secondary school. This is why there is a close link, combined with effective consultation, between the Primary and Secondary Departments during the last year of education in the Primary Department. An information session for parents of students in Group 7 is organized during the school year.

Transition into Secondary education - International Department

	1-8-2017	1-8-2019	1-8-2020	1-8-2021	1-8-2022
ISE Secondary Division	52	65	78	93	85
Stedeleijk College (Bilingual Programme)	-	-	0	0	0
Other Dutch Schools	4	0	2	0	5
Schools Abroad	2	12	8	3	7
Other				3	2

6.5 Use of computers

Information and Communications Technology (ICT) is an important tool in both the society we live in and in the process of teaching and learning. Students use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of sources. Each student will receive his/her own school Email address. This will also give them access to the school's network while at school and will enable them to log in to a variety of digital resources provided by the school.

Information and Communications Technology prepares students to participate in a rapidly and constantly changing world in which work and other activities are increasingly transformed by access to varied and developing technology.

The Internet also has its risks. Anyone can publish something on the Internet. There are many sites on the Internet that are not suitable for children. In addition, there are dangers in relation to privacy, by providing personal information such as name, address, telephone number, age, etc.. It is therefore important to formulate clear agreements with the students, both in the classroom and at home in relation to school-related internet/e-mail use.

The school will take every practical measure to ensure that children do not encounter upsetting, offensive or otherwise inappropriate material on the internet. **Parents are required to read, discuss and sign the “Acceptable Use” document with their child**, which acknowledges their responsibility for use of the internet at home and school.

The following statements are a measure to ensure that our students in all year groups are safe and responsible for their use of computers when at school. These statements are actively encouraged to be a guide for use at home too.

The statements apply to all primary students.

1. I will ask permission before using the internet.
2. I will only use my own login name and password, which is secret.
3. I understand I must not bring software, a USB device or any other form of media to school without permission.
4. I will only email people I know, or who my teacher has approved from my school gmail account.
5. My communication with others will be polite and sensible.
6. I understand I must never give my personal details like my home address or phone number and I will not arrange to meet anyone.

7. If I see anything I am unhappy with or I receive messages I don't like I will tell a teacher immediately.
8. I understand the school and my parents may check my computer files and the internet sites I visit.
9. I understand if I deliberately break the rules, I will not be allowed to use the computer or internet. The Head of Department and my parents will be informed should this occur.
10. I understand that photos I take in the school environment that include other children may not be published in any format, i.e. social networks, even with oral permission from the children involved.

The following key measures have been adopted to help ensure that our students are not exposed to unsuitable material.

- Our internet access has a “firewall” filtering system intended to prevent access to material unsuitable for children.
- Students using the internet during lesson time will be supervised by an adult, who will be particularly vigilant when students are undertaking their own research
- Staff will check that the sites pre-selected for students are appropriate to the age and maturity of the students.
- Students will be taught to use e-mail, social media and the internet safely, learning to take responsibility in order to reduce the risk to themselves and others.
- Students will also be taught to inform a teacher immediately if they encounter any material that makes them feel uncomfortable.

7. Activities

A number of recurring special activities take place at our school every year. There are activities that are directly related to the educational environment and activities that take place outside learning hours, in which children are free to participate: various excursions, special theme afternoons, visits to various companies or institutions, Sinterklaas celebrations, Christmas celebrations, Carnival, school camp, practical traffic test, visit to a playground, school trips, sports day, etc. Many of the above activities are organized by or with the assistance of parents/guardians.

7.1 Extracurricular activities

The type of education at our school is not just limited to preparing and giving lessons within the confines of a building and/or playground. Sometimes we give our lessons outside the confines of the school. In view of the fact that extracurricular activities also entail certain risks, a set of conditions has been established that governs these types of activities. Informing parents/guardians prior to the activity and obtaining their approval is given special attention in this respect. Parents/guardians who entrust their children to the school must feel confident that extracurricular activities are organized in an appropriate and responsible manner.

The risks of accidents during extracurricular activities are generally greater than they are at school. The school has an off-site policy to communicate the expectations that apply to all staff when involved in any visits with students that take place away from the school site. The safety and wellbeing of students is the most important factor and all actions planned or taken must ensure that they are safe and secure at all times. For any off-site visit there will be a designated coordinator who will take the lead. This coordinator will follow the steps outlined in the policy when organizing an extracurricular activity.

Proper insurance is key in this regard. The school has negotiated a liability insurance policy. This means that if something should happen to a student, an activity leader appointed by the school can be held liable for this, the school is insured if the accident occurs during school activities. This insurance covers personnel, students, student teachers, parents/guardians and volunteers who are involved during this activity on behalf of the school. In addition there is a supplementary insurance which covers damages that are not covered by the parent/guardian's own (health) insurance.

Conditions:

- Activities are always conducted under the school's responsibility.
- Final responsibility is never transferred to another organization or person.
- Activities fit within our educational objectives.
- Activities may be supervised by personnel as well as non-personnel members.
- Leaders will be at least 18 years old and be familiar to the students.

- Leaders of extracurricular activities are aware of the responsibility they carry for another's child and take steps to ensure the safety of the students.
- Parents/guardians receive prior notice of extracurricular activities and give their approval.

The assumption is that parents/guardians approve their child's participation in extracurricular activities. Parents/guardians lend their approval to such activities by signing a permission form at the beginning of each school year. Parents of students starting during the course of the year, will receive a permission form in their first week at school.

The option of parents/guardians to refuse to give permission for their child to participate in an extracurricular activity is respected. In other words, their child will not participate in that activity but will remain at school. The school will meet with these parents/guardians to discuss their concerns.

7.2 After School Care (Buitenschoolse Opvang - BSO)

From 2006 it has become the law that School Boards of Governors are obliged to arrange care for children both before and after school. This is known in Dutch as the BSO (buitenschoolse opvang). The School Board has chosen the 'estate agent model'. This means that, as a parent, you are able to choose whether to use an after school care facility and also to choose which one.

The School Board has signed an agreement with one organization that offers BSO services within the school premises. This organization is obliged to fulfil the legal requirements. This ensures that your child will be well cared for.

For clarification, your task as a parent:

- You need to go in person and meet with the BSO.
- You decide in the course of your meeting with the BSO whether the care offered is suitable.
- You sign the necessary contract.
- You are responsible for payment.

Parents are asked to report any problems to the Management of the school.

For more information, contact:

Kinderstad

Dr. Anton Philipsweg 13 - 5026 RK Tilburg

Postbus 769 - 5000 AT Tilburg

Telephone 013-536 79 53 - Fax 013-535 32 11

Website: www.kinder-stad.nl

General information: info@kinder-stad.nl

Registration and admission day care and after school care: planning@kinder-stad.nl Telephone 013-583 80 40

In geval van onduidelijkheid, de Nederlandse versie is bepalend

School Guide 2022-2023 International School Eindhoven Primary Department

8. Our teaching staff

8.1 Method of replacement

When a teacher is sick, a substitute teacher will, in principle, be hired to replace the teacher. Our school has access to a small number of substitute teachers. Unfortunately, there are too few substitute teachers and this issue also affects our school. To prevent us from having to send children home when there is an insufficient number of teachers, we will attempt to find alternative solutions to this problem within our own school by (possibly) splitting up the group.

Full-time teachers are entitled to a number of days of paid leave per year. These days can be used for professional development, peer visits, visiting other groups etc. We aim to have the same replacement teacher for the group.

Depending on age, older teachers are entitled to make use of a statutory regulation (BAPO – Promoting the Participation of Older Workers in the Workforce) which entitles them to work a half day or full day less each week. A substitute teacher will also be assigned to the group in these instances. Our goal is to use the same substitute teacher each time here as well.

8.2 Guidance and use of PABO/ROC student teachers

Students are entitled to appropriate internship placements and we are therefore interested in offering them the opportunity to develop their future profession. The coordination and guidance provided to these students is arranged by management and teachers.

The teacher of the group to which the student is assigned guides the student and retains responsibility for the group. As the students advance to more senior years in the PABO (Primary School Teachers Training College) the student's responsibilities are increased. Fourth year students (Teachers in Training) work three days per week and several consecutive weeks during some periods. During these periods they take over the group and try to work as independently as possible. The group teacher remains responsible to ensure that things run smoothly in this case as well. We will inform you when a student is asked to teach a specific group for a consecutive period of time as part of his/her study programme.

The ISE is working with Trion to develop a programme for student teachers. The aim will be to develop more in-school training for students with a focus on the international aspect of education.

8.3 Professional Development

Professional Development includes everything that team members do to deepen and expand their knowledge, understanding, skills and professional attitude. The focus is to bring and keep professionalism of teachers up to date. The changing student profile, teaching material that requires continuous adaptation and new insights into methodologies and pedagogy requires constant training.

Interactive Guidance via School Videos is one way of enhancing the expertise of teachers and improving the quality of education. The planning-oriented way of working can be optimized through this method. The ultimate objective is to be able to provide better education to our students. Within this context of enhancing teaching expertise, video recordings may be made during group activities. These video recordings will only be viewed and analyzed within the school, with professional guidance.

9. Parents/Guardians

9.1 Parental/guardian involvement

ISE highly values the home-school partnership. Home-school partnerships help teachers develop strong relationships with their students and motivate parents to cooperate with teachers to improve academic performance. It also creates opportunities for parents to learn basic teaching concepts while learning with their children, and get to know others in the community while contributing to the school by volunteering. Children of parents that are actually involved in their child's education achieve better results at school. Good co-operation requires good communication and a joint involvement in the child's education and development by all parties involved. By stimulating parental involvement we create a better foundation for the children's development. It is also the school's task to stimulate activities that encourage parents to come to the school and be involved.

Activities involving parents and the school include:

- being a class-parent
- lending a helping hand/providing assistance to the school at various events, e.g. Cultural Week, Sinterklaas, Carnival, Christmas celebrations, sports days, etc.
- volunteering in the library
- providing assistance in the classroom e.g. assisting with projects, reading with students, presenting to students as part of an IC theme, etc.
- participating in the thinking and decision-making process via the Participation council (MR), the School Board, or joining the Parents' Committee

9.2 Communication about the education programme

Proper communication between parents/guardians and teachers is of crucial importance for all students. Contacts are maintained in a variety of ways.

General

For the Foundation Group and groups 1 and 2 there is virtually daily contact with the teacher during the drop off and pick up of children. It is always possible to make an appointment to discuss in a more quiet setting the behavior and/or progress of your child in these groups.

Information Evening

At the beginning of the school year parents are invited to a general information evening. It is organized by the group teachers. This evening enables you to meet your child's teacher and to get insight into the ins and outs of the workings of your child's new group. It also provides you with an opportunity to ask questions. This evening is not meant for discussing individual student matters. We organize other parent-teacher meetings for this purpose. You will receive written invitations to attend these meetings.

Meet the Family Meetings

In the first few weeks of the school year parents are invited to a meeting to meet the class teacher and share information about their child. The aim of the meeting is for the class teacher to get to know the child and their parents and for parents to share their expectations.

Parent Meetings

Twice a year, the parents of all students will be allocated ten minutes to discuss the progress of their child. This will be after the first and second report. If you feel it necessary to discuss your child with the teacher or the foreign language teacher outside this ten-minute period, it can be arranged. To ensure that the teacher has time, a request for an appointment should be made with the class teacher.

Newsletter

The parent newsletter is published monthly. This contains a wide range of announcements and information. You will also be kept up to date with current information via email and ClassDojo.

The joint leadership team regularly sends out an update to parents with announcements and general information related to specific school events.

Parent Activities

The assistance of parents/guardians is indispensable to ensure that all of the school's activities run smoothly. Parents/guardians provide assistance in the library, creative mornings/afternoons, excursions, project work, school trips, sports days, Christmas celebrations and the International Fair. Depending on the activity, this can be regular or incidental. If you are interested in helping out at the school, please indicate this on the form intended for this purpose or contact the teachers and/or parents/ guardians who are members of the Parents' committee.

9.3 School fees

The purpose of the **voluntary school fees**/sponsorship contribution is to pay for a number of facilities, which are not, or sufficiently, provided for by the government. These include small class sizes, additional teaching assistants, language acquisition support, educational needs support, various extracurricular activities, school camps, school trips and educational visits. These facilities are necessary to provide high quality education and memorable enriching opportunities that our students will treasure after they have left the school (also see article 7). The ISE Primary School Fees are payable to the Stichting en Internationaal Lokaal Funderend Onderwijs (SILFO).

For students in Primary the school fee is €5645,- per student for the academic year 2022 – 2023.

The Company fee per student is €600 per student.

Forms of Payment:

a. Payment by parents

Parents can pay the school fees themselves in EIGHT equal monthly payments. An invoice will be sent by our financial department. Paying the total sum at once is also possible.

b. Payment by employer

When the employer assumes responsibility for paying the employee's school fees the total sum including the Base Fees, School Related Costs and the Company Fee must be transferred as below.

Method of Payment:

The School Fee shall be paid in EIGHT equal monthly payments on the first day of each calendar month from October to May.

The parent/guardian or employer shall arrange with SILFO to set up a Direct Debit using the form attached to the School Fee Agreement Form.

For your reference the details of the payee are as follows:

Stichting Internationaal Lokaal Funderend Onderwijs

Postbus 1310, Eindhoven

5602 BH Netherlands

Bank Account IBAN Number: NL 66 RABO 0113837291

This Direct Debit Form will authorize SILFO to withdraw payments automatically from your account. A Netherlands Bank Account is required for such Direct Debit payment. An administrative fee will be charged for late payments.

School fees when registering during the school year

- If a 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.
- If a child enrolls after June 1, then the school fee for the year will be €750

Refund 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. After May 1, no refund will be given.

Payment by employers

The company fee will not be refunded when paid by the employer. The school fees will be refunded by ratio to the company.

If you have any queries about school fees, please do not hesitate to contact the school office, either by telephone or in writing. Telephone: 31-(0)40-2519437 email primary@isecampus.nl

9.4 Parents' Committee

We offer many opportunities for parents/guardians to help create a healthy school climate. The Parents' Committee consists of parent/guardian representatives and forms a link between parents/guardians and the school. The Parents' Committee is active in many school



matters, such as the organization of the Sinterklaas and Christmas celebrations and the annual school fairs.

Coffee mornings are organized on a regular basis. These events serve to inform you of the Parent committee's events and are also a great opportunity for you to meet other parents. These mornings may also include lectures, workshops, presentations or the sale of school items and books, etc. of course, coffee is served.

Class Parent. Each group has a class parent. This parent serves as the link between the teacher and parents of the relevant group and assists at various events during the year at the request of the teacher.

9.5 Participation council (MR - medezeggenschapsraad)

The Participation council is a management instrument that can exercise influence on the decisions taken by the School Board. The Participation council consists of eight members, four teachers and four parents/guardians. The tasks and authority of the Participation council are incorporated into a set of regulations. The election of the members of the Participation council occurs, if needed, once every year. Members may be re-elected.

The names of the participants of the Participation council can be found in this school guide. The meetings of the Participation council are open and you can always attend these meetings as an observer.

9.6 School Board

The Foundation for Primary and Secondary Education in the South of the Netherlands (SILFO) is made up of three schools, the Stedelijk College Eindhoven (SCE), Stracbrecht and the International School Eindhoven (ISE). The Executive Board is the school's governance body and carries ultimate responsibility for decisions related to the school. The Executive Board reports to parents about its activities during the annual Parents/Board meeting. This includes the school's finances and important developments related to the school. Members of the Executive Board can be contacted via the school. The supervision of the Foundation is carried out by the Supervisory Board.

9.7 School insurance

The school has negotiated a WA [legal liability] insurance policy. Culpable actions on the part of supervising teachers are covered by this policy. In addition to the usual school insurance, the school has also signed a school accident insurance policy. All students and teachers registered at the school and all participating parents/guardians are insured under this policy. The insurance policy is in effect during school hours and/or school events and during direct



travel between home-school-home and travel from home or school to another location and back, as identified by authorized school staff. The insurance policy provides limited coverage in case of death, permanent full or partial disability and reimbursement of medical costs.

9.8 Complaints procedure

Misunderstandings and mistakes can occur from time to time at any place of work and our school is no different. We encourage you to speak directly (and respectfully) with the person involved in case you have comments, criticism or complaints, but also when you have positive comments, ideas and suggestions. For example, if you have any complaints about a teacher, first speak to that person directly. If you feel that your complaint is ignored you can contact a member of the management team, this should be the Head of the appropriate department. Various types of complaints come to mind with different solutions. The best thing to do is to put these openly on the table and not allow them to fester. In case of a very serious complaint that you feel has not been addressed appropriately, you can start an official complaint procedure of the Vereniging Bijzondere Scholen [Association of Special Schools] (VBS). The regulations governing the complaint procedure may be obtained at the school.

At the International school Eindhoven, we take great care of the privacy of our students and employees. This is laid down in the [privacy statement](#) of our foundation. These regulations have been adopted with the approval of the MR.

We call the data relating to our students personal data. The purpose of the processing is for the optimal learning and guidance of our students and for the organization that is necessary for this. In our privacy regulations you can read exactly what the purposes and principles are for the processing of these personal data for our school. We receive most of the personal data from parents. The student data is stored in our (digital) administration system ParnasSys. This program is secure and access to that data is limited to those who need the data to contribute to the purpose of the processing. We do not store personal data longer than is necessary for the purposes for which we collect the personal data.

During the lessons we use a number of digital learning resources. This requires a limited set of personal data to, for example, identifying a student when logging into these resources. We have made clear agreements with our suppliers about the data they receive from us. The supplier may only use the student data if we give permission for this, which prevents misuse of that information by the supplier.

Parents have the right to view the student data of and about their child (ren).

9.9 Sponsorship

Sponsorship exists when money, goods or services are provided to the school for which the sponsor requires something in exchange. This includes sponsored class materials, advertisements in the school paper and/or yearbook, distribution of products and sponsorship of specific activities. Our school will deal with sponsorships in a responsible and careful manner. The parents on the Participation council will be asked for approval if a sponsorship entails obligations on the part of the school that affect the students. Furthermore, we apply the following conditions that form part of a sponsorship agreement, signed by the Secretary of State for Education, Culture and Science, and educational institutions.

- The sponsorship shall be consistent with the pedagogical and educational objectives of the school.
- Sponsorships shall not place the school in a subordinate position.
- Sponsorship shall not affect the content and/or continuity of the educational programme.

The money obtained through sponsorship is applied to activities organised by the school for the children and/or to the acquisition of teaching materials.

9.10 Responsibilities of divorced parents

As a divorced parent, it is your responsibility to inform management in writing which parent has legal custody of the child(ren) and how visitations are arranged. This information is important in order to avoid misunderstandings when, for example, requesting leave of absence. The school reports will be given to, and all contacts are maintained with, the parent with legal custody. It is his/her responsibility to inform the other parent. The ISE has a protocol for parents who are divorced or who are in the process of divorcing. This protocol describes the access arrangements for the student, who will pick up the student and who to contact in an emergency.

10. Development of education within the school

The ISE is accredited with the Council of International Schools, and the New England Association of Schools and Colleges. To be accredited with these organizations the ISE undertakes a self-study against international school standards every 5 years. The recommendations created during this self-study process provides the school with a set of key action points for improving all facets of the school including, most importantly, the quality of education we provide.

In addition, the ISE uses parent questionnaires and examines student assessment data regularly as a means to provide other recommendations for improvement. All of these data and recommendations are used to make improvement plans at school level. In particular we create a four year plan which is also driven by the mission and vision of the school.

Major developments that have resulted from our analysis of the above data and recommendations include: (i) the introduction of the TPO Project in the Dutch Department, (ii) making and implementing a policy plan for improving student performance, (iii) creating and implementing a cultural education policy plan.

In the International Department, staff received training on the Approaches to Teaching and Learning which explores Enquiry Based Learning, Critical Thinking, Neuroscience and Creativity and other topics. The Literacy and Mathematics Curriculum have also been reviewed and new online digital resources utilized. Across both departments we also focus on catering for the needs of advanced learners.

To write and implement these policy plans, we have appointed a number of coordinators. These are teachers who have been allocated hours to fulfill their coordination roles and often have a supplementary education.

10.1 Improving education - activities

Study Days

The school calendar has been organized so that across the school teachers can work collaboratively and take part in professional development workshops during our Study Days. This ensures that the quality of learning and teaching continues to develop. These Study Days are linked to the Annual Plan and the Mission and Vision of the school. Within the Primary Departments we will continue to focus on pedagogical techniques, technology for learning, and advancing students' creativity.

Student Monitoring System (LVS) (Dutch Language Department)

In the context of our extended care system, the school uses the CITO Student Monitoring System as a tool for student and school evaluations. The system consists of a set of cognitive and social/emotional tests, a registration system and guidelines or material for providing focused assistance to students. It enables the teachers to systematically assess learning progress per student over longer periods of time and over multiple learning years and to base actions on this.

10.2 Improving education - results

In the 2020/21 school year the focus for curriculum development was the development of a curriculum which is authentic and incorporates our student competencies integrating all subjects into a design thinking process. to improve the quality of education. This included:

- The development of authentic research skills
- Developing writing skills with a focus on creativity, audience and clarity
- Developing a shared vision of differentiation for the varied needs in our groups using the Design for Learning Framework
- Promoting translanguaging to use the student's home language as a resource for learning
- Promoting student agency by providing opportunities for students to develop their competencies, become more independent, taking responsibility for their learning, reflecting upon their learning journey and sharing it with their community
- Developing real authentic learning opportunities to aid the focus on the development of the following skills: a growth mindset, problem solving, decision making, critical thinking, communication and collaboration
- A school wide focus on internet safety, productive technology, and digital literacy

10.3 Relationship with the community

Cultural Development

The cultural development of our students is considered very important. Projects are completed in cooperation with the library and the Centre for the Arts in Eindhoven. A Cultural Coordinator has been appointed and with the cultural work group the coordinator plans and implements cultural education. The aim is to develop intercultural and global awareness by embedding it in all aspects of our curriculum.

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 will work towards achieving the 'Green Flag', which is the international quality mark for sustainable schools.

Traffic Examination

It is important that children learn how to respond in traffic. The students have traffic lessons regularly. Once a year a traffic week is organized. Students attend workshops on various aspects of traffic.

Students in Group 7 in both departments take a theoretical traffic examination in April, followed by a practical traffic examination. Children can repeat this examination in group 8 if they haven't passed the first time.

School Social Work

Happy healthy children

The primary education time is an important period in your child's life. Sometimes, concerns may arise regarding the social emotional development of students. Sometimes, students may need extra attention due to issues at home or school; parents may have questions about raising children; or parents may need support in their home situation. A school social worker can provide this help. For this purpose, the Lumens Group, located in Eindhoven, provides a school social worker for the ISE.

What can the GGD mean for you and your child?

Growing up in a healthy and safe manner is self-evident for most children. As a parent or caregiver, you aim for the best for your child so that he or she can grow up in a safe and stimulating environment. Children in primary school develop very quickly, and that sometimes raises questions or concerns. Then Youth Health Care (JGZ) can help.

Youth Health care

Our school collaborates with the Youth Health Care (JGZ) team of the GGD Brabant-Zuidoost. The team consists of a youth doctor, youth nurse, assistant and a health promotion employee. JGZ participates in the care structure of the school.

What can they do for you and your child?

Is your child in group 2 or 7? Then you will receive an invitation for a health examination. During this examination, the employees of the team look at the physical, psychological and social development of your child. They also look at your child's growth, weight, lifestyle, speech and language, behavior and school attendance. Maybe you have questions yourself.

You can ask them during the investigation.

Just talk....

My daughter in group 3 is not yet completely toilet trained. My 9-year-old son finds it difficult to play with other children. Are my child's tantrums normal and how can I best deal with them? A tricky eater at the table... ..

You can always contact the JGZ team for these kinds of questions. Talking to a JGZ expert often provides new insights and helps you further. They provide a listening ear, provide help and advice and information that helps. They will refer you if necessary to another health care provider.

Additional information

You can find reliable and up-to-date information about growing up and raising your child on the website www.opvoeden.nl. The information is developed by [Parenting information in the Netherlands](#) in collaboration with scientists and experts and has been tested by parents.

Vaccinations

In the year that your child turns 9, he or she will receive an invitation for two vaccinations DTP (Diphtheria, Tetanus and Polio) and BMR (Mumps, Measles and Rubella). Girls are offered given a vaccination against HPV (cervical cancer) the year they are 13. The GGD sends invitations for this. The vaccinations take place at a number of central locations in the region. More information on:

www.bmr-dtpprik.nl and www.hvpprik.nl or at www.rijksvaccinatie Programma.nl.

Always welcome

If you have any questions or would you like to make an appointment for a health examination or consultation? You can contact the Youth Health Care sector.

- Check the website www.ggdbzo.nl/ouders and click on the button “I have a question”.
- Or call GGD Brabant-Zuidoost on: 088 0031 414 on Monday to Friday between 8.30 am and 5 pm.

The GGD does more

- The GGD helps schools with projects about, for example, obesity, stimulants, bullying and sexuality.
- GGD employees provide information sessions and courses for parents, schools and children.
- Every 4 years, the GGD conducts a major survey of the health of all children from 0 to 11 years old and from 12 to 17 years old. The results of these studies enable municipalities and schools to develop their policies and activities.
- The GGD has a task in the prevention, control and detection of infectious diseases.

Speech Therapy Services

Since the 1st May 2017, an independent speech therapist has been working at the ISE to provide speech and language therapy for students who require additional support. All 5-year old students in Group 2 take a language speech test (with the permission of parents/guardians). The test checks for the language development level, listening posture, pronunciation, sentence structure, stuttering or stammering, the position of the tongue/mouth movements and use of the voice. If necessary, treatment of any detected problems follows the screening, or a child will be re-examined at a later stage. Additional information can be obtained at the school.

Library

The school has its own library providing both fiction and nonfiction books in Dutch, English and a variety of home languages. Students from all classes can borrow books or request information for the various projects that they are studying. The library has multiple books in various languages.

11. School and holiday regulations

School hours

08:25 – 15:30 Monday, Tuesday, Thursday, Friday

08:25 – 12:30 Wednesday

10:00 – 10:30 Break

12:00 – 13:00 Lunch break (not on Wednesday)

Late arrivals to class are very disruptive and we therefore ask that you ensure your children arrive at school on time.

11.1 The Start and End of the School Day

Children are permitted to play on the school's playground or can wait together with their parents until the first bell rings at 08.25 hours. The school's playground is supervised as of 08:15 hours. Once the bell rings, the children line up neatly in rows. They are then greeted by their teacher and walked to their classroom. When the second bell rings at 08.30 hours, school starts. In case of rain the children wait in the cafeteria area until it is announced that the children can go to their classes. Children in the Foundation group may enter the group together with their parents between 08.25 and 08.45 hours, but parents must leave by 08.45 hours. At the end of the day (or morning session), the children can be collected from the classroom door.

The following rules must be adhered to on the playground:

- The school playground is supervised during the 15 minutes prior to the school's start time and during the breaks.
- The children shall not leave the school playground during school hours and during breaks
- Bicycling on the playground is not allowed.

The following rules must be adhered to when children enter the school:

- The children should wipe their feet.
- The children should enter the school calmly.

- The children are not allowed to enter the school with roller skates, inline skates or roller shoes.
- The children walk calmly, without running, to the coat hooks /lockers to hang up their coats / store their bags and enter their classroom.

To promote quietness in the school and to allow teachers to fully focus on their students or other tasks, accompanying parents should say goodbye to their children in the playground. Only the exchange of urgent, brief information to the teacher is permitted before school. There is more time after school.

Parents of children who arrive persistently late will be required to come to a meeting with the Head of Department to discuss how the matter can be resolved.

Students in groups upper foundation - 4 leaving the school at the end of the school day are accompanied by their teachers. We ask that you wait in the playground until the bell rings if you are picking up your children. In addition, you are requested not to bring any dogs into the school or onto the playground. The school also maintains school rules that govern the students' behavior in the groups and in the school building. Our rules have been developed by the team and the students and are included in the information folder provided to each teacher and substitute teacher.

Many children are brought to school and/or picked up from school by car. This can create unsafe conditions for the students. When driving your car on our campus, we ask that you slow down, drive carefully and strictly adhere to all traffic rules.

Lunch Arrangements

The children are expected to stay at school during the lunch break, except Wednesday.

Students in Upper Foundation, Groups 1 and 2 are expected to bring a packed lunch to school. Children in groups 3 – 8 can either bring their own lunch to school or buy lunch in the cafeteria. The Lunch Club is a group of volunteer parents who coordinate supervision during the lunch break (12:00 - 13:00). The costs associated with this outsourced arrangement are paid for by the parents/guardians and are included in the school fees. Milk is freely provided by the school. The school promotes healthy eating and requests that each child brings at least one piece of fruit to school each day. We are a nut aware school. Students are not allowed to have nuts in their snacks or lunches and this includes peanut butter and nutella.

11.2 Leave and absence regulations

Compulsory Education

The Dutch Compulsory Education Act requires parents to ensure that their children attend school. Absence at will is not permitted. The school and the city are required to monitor attendance. An exception to this obligation can be made under certain circumstances. These exceptions and the applicable rules are described below.

When is your child exempted from going to school?

- When the school is closed for holidays or for special reasons, e.g. a study day for school staff.
- If the ministry quarantines the school due to swine fever, bird flu, a specific virus etc.
- If your child is sick (you are required to inform the school as soon as possible).
- If your child is suspended or expelled from school. The director must inform you in writing of this.
- Your child is unable to attend school based on religious grounds or personal convictions. You are required to inform the school of such instances two days ahead of time. The school only approves such leave if it involves official holidays and days of remembrance for the relevant religion.

Holiday leave during school hours

Requests to take time off for a holiday during regular school hours is only granted if your child is not able to go on holiday during the regular school holiday periods due to the specific nature of the profession of one of the parents. Such holiday leave can only be granted once per school year and for a maximum of 10 days and this must be the only family holiday for the school year.

Holiday leave cannot be granted during the first two weeks of the school year. Requests for holiday leave should be submitted to the Head of Department. A form is available for this purpose at the school or can be downloaded from the school's website. The Head of Department will inform you in writing of the decision.

The Head of Department is not to grant holiday leave during school hours to accommodate cheap holidays outside of the regular season or in relation to extended visits to the country of origin or simply to take a midweek holiday or an extended weekend away.

Leave for 'other important circumstances'

Leave may be requested under certain circumstances. For example:

- Your child is given at most one day off for a family move.
- To attend a family wedding (for relatives who are up to three times removed) your child receives 1 day off or at most 2 days if the wedding takes place outside the city.
- For the 12 ½, 25, 40, 50 and 60-year wedding anniversary of parents or grandparents, 1 day off or at most 2 days if the anniversary celebration takes place outside the city.
- For a 25 or 40-year working jubilee of (grand) parents at most 1 day off.
- For the arrival of a new family member your child is given at most 1 day off.
- In case of serious illness on the part of parents, grandparents, brothers or sisters, the number of days of leave is determined in consultation with the Head of Department.
- In case of the death of family members and in-laws, the number of days of leave is also determined in consultation with the Head of Department.

Important situations may arise other than the circumstances listed above in which you may wish to request leave for your child. The law then stipulates that this must involve situations that are beyond the control of the parents and/or the child.

The situations listed below are not considered 'other important circumstances' and therefore do not qualify for leave:

- Family visits abroad.
- Holidays during a cheaper period or in relation to special holiday offers.
- An invitation from family members or friends to go on vacation outside the normal school holiday period.
- Earlier departures or returns in relation to heavy traffic.
- Vacation during school hours due to a lack of availability of booking opportunities.

Request for leave decision

Requests for leave are assessed on an individual basis. A request for leave for 'other important circumstances' must be submitted to the Head of Department as early as possible. Requests for leave can only be submitted using the form available for this purpose. You can obtain copies of this form from the school's reception or website. The Head of Department is authorized to take decisions concerning requests for leave up to a maximum of 10 days. If the request for leave involves more than 10 school days, a decision is taken by the Compulsory Education Officer at the city, after receiving the Head of Department's input.

Disagreement with decision rendered

If your request for leave is rejected and you disagree with this decision, you are entitled to appeal this decision in writing to the Head of Department or the compulsory education officer. They are then required to reconsider their decision. You will be given the opportunity to explain your objection verbally. You will subsequently receive a decision in writing concerning your appeal.

The Head of Department and/or compulsory education officer may obtain advice concerning the issue from the city's Appeal Commission. They can include this advice as part of their considerations. If you disagree with the decision concerning your appeal, you are entitled to register a written appeal with the Arrondissementsrechtbank [district court] – administrative law – under the Algemene Wet Bestuursrecht [General Administration Act] (AWb). You can submit a request for a temporary provision from the presiding judge of the court at the same time. These legal procedures involve costs. It is therefore recommended that you obtain legal advice, if you intend to submit an appeal to the court.

Absence without leave

If your child takes leave without the permission of the Head of Department or the Compulsory Education Officer this is considered as absence without leave. The Head of Department is obliged to report this to the Compulsory Education Officer. The latter decides if this will be recorded as an infraction.

Questions about (holiday) leave or compulsory education

Should you still have questions about leave or other compulsory education-related matters, please contact the school's Head of Department or your city's Compulsory Education Officer.

School absence

Education is of primary importance for the future of your child. This is why it is important for your child to take all of the classes offered by the school.



Although we understand this is not always possible, we would appreciate it if any medical appointments (family doctor, specialist, orthodontist) are as much as possible made outside school hours to keep absences from school to a minimum. These absences need to be reported by the school.

If your child is sick, please report this to the school before 9 O'clock in the morning. This can be done via telephone or email. This also applies to preschoolers who do not yet have to attend school. You may be asked to provide a doctor's certificate as proof. If your child becomes sick during the school day you will be contacted. You can then come to pick up your child. If your child hurts him/herself or becomes injured, first aid will be administered. The school has several members of staff with a First Aid Diploma.

Regulations for suspension and/or expulsion

If the school considers it necessary to suspend or expel a student who regularly exhibits misconduct, the following steps will be followed:

- The intent to suspend or expel the student will be communicated to the parents/guardians in writing.
- The inspector responsible for overseeing education will be consulted.
- A meeting will take place between the school's management, the student and his/her parents/guardians and the board.

Only once these steps have been carried out is the School Board in a position to take a decision, which is communicated to the parents/guardians in writing. A student may only be definitively expelled if the school is able to demonstrate that it has intensively explored opportunities for placing the student at another school during a period of 8 weeks.

11.3 Holiday schedule 2022 - 2023

Our school is part of the southern region. This school year starts on Tuesday, 6th September 2022. Holidays and days off have been scheduled as follows:

Start of school year	Tuesday, 6th September 2022
Autumn Holiday	24 th October – 28th October 2022
Winter Holiday	22nd December 2022 – 6 th January 2023
Spring Holiday (Carnaval)	20 th February - 24 th February 2023
Easter Holiday	10 th April 2023
April/May Holiday	24 th April – 6 th May 2023
Ascension Holiday	18th & 19th May 2023
Whitsun	29 th & 30 th May 2023
Primary Study days	5 th September 2022 23th September 2022 31st October 2022 6th & 7th December 2022 21st December 2022 6th April 2023 3rd July 2023
Summer holiday	17 th July – 25th August 2023

During the study days, teachers in the school will receive professional development training.

12. Healthcare

Arbozorg [Occupational Health & Safety]

The school works together with an independent occupational physician. He is responsible for auditing adherence to the safety directives applicable to the school.

Emergency Response Services (BHV)

At least seven team members have completed the emergency response (BHV) training and possess extensive First Aid training. They are charged with the development and maintenance of the emergency evacuation plan and the coordination during accidents and disasters. Several other teachers and non-teaching staff have completed a First Aid course and attend a refresher course every 6 months. The school has also employed a full time school nurse.

13. Other information

Cycling and road safety

Parents are responsible for ensuring their child has an appropriate bike, in good technical condition and with working lights, in order to guarantee their child's safety as much as possible. Students who take their bicycles to school must place them in the bicycle parking area that can be reached through the entrance of the Oirschotsedijk. The school cannot be held responsible for damage to bicycles, lost keys, etc. Cycling on the school playground and the curb is forbidden.

Images

Throughout the school year, images (ie photographs and videos) are taken of our students and their activities in and around the class. These can be used for school use, such as social media, the school guides, brochures, website and yearbook. They can also be used for publicity purposes to raise aware for our school campus. At the beginning of each school year a form is sent out to all parents requesting permission to use such photographs and videos. Unless permission is granted via this form student photos/videos will not be used. For special events, such as press photography, filming or out of normal realm of school activities, we will ask parents individually to sign a photography/video release form.

Liability

Students and parents are responsible for their own personal property. The school is not liable for the theft, loss or damage of such property.

Lice protocol

In consultation with the Public Health Service (GGD), a protocol has been established on identifying and combating head lice.

Lost and Found

We recommend that the student's possessions brought to school are marked with the name of the student. Every year many items are left behind at the school: coats, gloves, gym shoes, sports clothing, drinking cups, etc. Often the rightful owner is not found. Clothing that has not been picked up for a period of time will be taken to charity.

Necessities

Your child requires the following items at school:

- a gym bag (available through school office or parent committee) with shorts, T-shirt and gym shoes for gym lessons
- a school library bag to carry home library books (this can be purchased in the school office or from the parent committee)
- a school bag containing a lunch box

Telephone

If your child has a mobile telephone, it must be turned off during school hours. The use of a mobile telephone during school hours is not allowed. The school is not liable for loss or damage to these and other audio-visual equipment. Mobile phones are handed to the class teacher at the start of the day and can be collected at the end of the day.

Transportation policy

The school's off site policy for transporting students to events and extracurricular activities by parents/guardians and teachers has been developed in consultation with the Parents' Committee and the participation council. (for insurance information, please see section 7.7 of this policy). The policy states that:

- The number of students in the back seat(s) shall not exceed the number of available seat belts.
- Only children 12 years and older and taller than 1.5 metres may be seated beside the driver.



Addresses

Executive board

Dhr. drs. M. Stoker (voorzitter)

MW. P. de Bruijn

Arbozorg

Van Baarle Advies

Eindhoven

ECIS (European Council of International Schools)

21B Lavant Street

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United Kingdom

Tel. +44 (0) 1730-268244

Fax +44 (0) 1730-267914

E-mail ecis@ecis.org

Website www.ecis.org

GGD Zuidoost-Brabant

Afdeling Jeugdgezondheidszorg Postbus 810, 5700 AV Helmond

Tel. 088-0031422

Fax 088-0031199

E-mail telefonistes.jgz@ggdbzo.nl www.ggdbzo.nl

IGBO (Stichting International Georiënteerd Basisonderwijs)

Dr. Aletta Jacobsschool (Secretariaat)

Slochterenweg 27, 6835 CD Arnhem

Telefoon 026-3230729

Fax 026-3271038

Meer info hierover via Stichting NOB www.stichtingnob.nl

Inspectie basisonderwijs (kantoor Eindhoven) Zernikestraat 6, 5612 HZ Eindhoven

telefoon 040-2197000 E-mail info@owinsp.nl

Website www.onderwijsinspectie.nl

Vragen over onderwijs 0800-8051 (gratis)

Klachtenmeldingen over seksuele intimidatie, seksueel misbruik, ernstig psychisch of fysiek geweld: meldpunt vertrouwensinspecteurs 0900 – 111 3 111 (lokaal tarief)

Ministerie van Onderwijs, Cultuur & Wetenschap

Rijnstraat 50, Postbus 16375

2500 BJ Den Haag

Algemeen telefoon nummer

0800-8051 (gratis)

Telefoon 070-4123456

Fax 070-4123450

E-mail ocwinfo@postbus51.nl Website www.minocw.nl

Vereniging Bijzondere Scholen (VBS) (klachtencommissie)

Bezuidenhoutseweg 251-253

2594 AM Den Haag

Telefoon 070-3315252

Fax 070-3814281

E-mail vbs@vbs.nl

Confidential Counsellor Ms. Pip Kay

Kinderstad

Dr. Anton Philipsweg 13, 5026 RK Tilburg

Postbus 769, 5000 AT Tilburg



Telefoon 013-5367953

Fax 013-5353211

Website www.kinder-stad.nl

E-mail: Algemene informatie: info@kinder-stad.nl Aanmelden en planning kinderdagopvang en buitenschoolse opvang: planning@kinder-stad.nl Telefoon (013) 583 80 40

In geval van onduidelijkheid, de Nederlandse versie is bepalend

School Guide 2022-2023 International School Eindhoven Primary Department