

International School Eindhoven Secondary Department School Guide 2022-2023



Welcome to International School Eindhoven!

Thank you for choosing our school. The International School Eindhoven (ISE) is happy to serve the International community in the region.

The school campus is on a very large property in a green area of the city. The buildings are a Dutch historical monument, the Constant Rebecque Kazerne, an old army barrack.

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.

Vision

The vision for the ISE is to provide support for all expatriates in the Eindhoven regions.

We strive to be:

- a place where Dutch and expatriate children, families and staff work together with a focus on cultural understanding;
- an educational and social-cultural centre for the expatriate and Dutch community;
- a school which provides exceptional international education, in all aspects of its functioning, including sports and cultural activities, which is recognised as such within Europe and worldwide;
- a school that models sustainability;
- an establishment where teachers, students and parents can feel supported by fellow nationals whilst being supported to integrate into the local community;
- an establishment that welcomes and invites the local community to share the international experience;
- a school that the local and regional business communities are proud of and can rely upon to support the expatriate families, of all nationalities, that come into the region;
- a positive factor in the decision for economic investments so that it leads to strengthening the competitiveness of Brainport and the city of Eindhoven;
- a major contributing factor for international knowledge workers to choose this region for relocation.

Education

The Secondary School is an IB World School and runs the International Baccalaureate Middle Years Programme (MYP) and the Diploma Programme (DP). These curricula are designed for international students and offer a highly academic and personalised programme, with an aim to develop globally-minded citizens.

Importance of ISE for the Eindhoven Region

As a top technology region, it is essential to be attractive for international expatriates. The International School Eindhoven fulfills some important needs. We see our role as a support to the region to attract and retain a highly educated workforce. As well as excellent education, we provide many activities and events to support students and parents alike in their transition to this region.

Personal Attention

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 large mixture of cultures and nationalities which helps to ensure that students settle in quickly. We develop each child's unique skills to give a sense of other cultures without reducing their own cultural identity. We want to help each child to become a confident world citizen who feels able to make a difference in their own and others' futures. We believe in the importance of building a strong relationship with our parent body to support us in educating our students.

Thank you for choosing our school.



Ms Marcella Watts
Head of Secondary
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01 - The International School Eindhoven

1.1 The ISE Secondary Department

By striving for excellence in education and by engaging with the international community, the ISE Secondary Department seeks to be an asset to Eindhoven and the Noord-Brabant region.

Vision

The school vision is of a purposeful and focused learning community based on respect where all are engaged in a co-operative, challenging and enjoyable learning experience. We aim to provide a caring, supportive and positive environment where students, staff and parents feel valued and safe.

In order to realise our vision we:

- are open and accountable in our actions;
- interact with honesty, fairness and open mindedness;
- involve students, staff and parents, as partners in the educational process;
- provide an environment which allows our community to settle and develop a sense of belonging to our school;
- respond sensitively to the full range of students' individual needs;
- provide opportunities to celebrate and respect our cultural identities;
- foster linguistic development for cultural understanding;
- recognise the importance of mother tongue languages and support their development;
- value the language and culture of The Netherlands;
- deliver the curriculum with an international perspective;
- challenge and support students to achieve academic excellence;
- recognise and support opportunities to develop a range of talents and skills;
- develop critical, reflective thinkers who have the ability to make responsible choices;
- encourage our community to appreciate and express balanced views;
- encourage our community to become life- long learners who are open to change, innovation and improvement;
- contribute to the school, local, national and global communities;
- maximise our external community links. The ISE Secondary School has been fully accredited by the Council of International Schools (CIS) as well as The New England Association of Schools and Colleges (NEASC).

1.2 Mission of the SILFO

Our promise

SILFO combines the talents of its staff to provide the best possible education at its schools. It is our responsibility that students can develop to become responsible and happy **global citizens**, within a society striving to become more sustainable in all its aspects.

Our focus is on the **continuous development** of children and young people developing a healthy balance of knowledge, skills and personal growth within a social context.

SILFO embraces an accessible and **safe** environment for all, in which everyone is equal and are provided with **equal opportunities**. We are proud of the fact that within SILFO, there are no limits to sharing of knowledge, joint development and mobility & flexibility, both for students and staff. At SILFO schools there is a high level of **collaboration** with partners, both within The Netherlands and on an international level.

We measure our success in terms of **individualised learning**, in which students can make conscious **choices** and are empowered to take **ownership** of their own development. In this, SILFO wants to take a leading role by using all means possible to provide the best education it can and creating the necessary space to do so.

The values which characterize us best are described in our 4C's:

1. **Caring:** attention and care for each other and for our society.
2. **Connecting:** collaboration and actively seeking connections and creating networks.
3. **Creating:** using all our creativity and inspiration with the aim of providing the best education with as many opportunities as possible.
4. **Celebrating:** celebrating successes and learning from mistakes: we are all life-long learners.

Our key words in focus:

Global Citizenship



We encourage students and staff to be aware of their surroundings as global citizens and to have a well-developed perspective on what is needed to shape our society in a sustainable way in the future. Global citizens literally look beyond borders: national borders, cultural borders and philosophical borders and consider differences to be valuable.

SILFO has formulated the following student competences which are our guiding principles:

- Personal development: ownership of one's personal development
- Self-reliance: confidence and versatility
- Creativity: create possibilities and develop out of the box thinking
- Communication: understanding and being understood
- Global citizenship: embrace diversity and transcend borders
- Enterprising: dare to take initiative and be risk-takers

Life-long learning and collaboration

Our focus is on the development of children and young people. In that we aim to provide a continuous alignment of the learning experience. We take an active role in the local community, as well as in the national and international educational landscape, to ensure that learning is without borders and necessary and innovative cooperation is realised.

Safe and equal opportunities

Providing a safe learning environment in which everyone has equal opportunities is crucial to us:

- Our schools encourage and support each other to provide a safe learning, living and working environment. We encourage learning in a challenging educational climate.
- We aim to develop the talents of students and offer equal opportunities for them to participate and connect in the world around them.
- We strongly encourage students of different levels and backgrounds to learn from and with each other.

Customisation, choices and ownership

SILFO creates a rich learning, living and working environment in which subject areas focus on topical and socially relevant themes from which our students can develop their own interests and enrich their personal development:

- we allow flexibility in the individual learning path of students;
- we ensure that our students can choose education where their heart and energy lie;
- we coach and inspire them in making the right choices and we facilitate the space needed to be able to offer and receive customised education;
- we continue to meet the requirements set for schools. We use all the space that is available to do so.

Individualised learning needs personal leadership. The student can take ownership and has agency over their own development. Each staff member has ownership of the process with which the school can guide and coach students, each on their own path.

What SILFO expects from students and staff

- Taking personal leadership of personal development.
- Make conscious choices and link goals to them.
- Always be open to constructive advice and reflection.
- To take part in the community.
- To contribute to a safe environment.

2 - Management

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 and the Strabrecht College in Geldrop. The International School Eindhoven is on the Oirschotsedijk and consists of the Primary division and the Secondary division.

International School Eindhoven

ISE Campus

Oirschotsedijk 14b

5651 GC Eindhoven

Tel: 040 251 9437 (option 2 for secondary)

Emails:

General: info@isecampus.nl

Primary: primary@isecampus.nl

Secondary: secondary@isecampus.nl IB (MYP/DP)

Website: www.isecampus.nl

Stedelijk College Eindhoven

Postbus 1310

5602 BH Eindhoven

Tel: 040 264 5364

Email: info@stedelijkcollege.nl

Website: www.stedelijkcollege.nl

Location Henegouwenlaan: · Vwo (gymnasium en atheneum) - twvo, Havo - thavo, Mavo - tmavo

Henegouwenlaan 2

5628 WK Eindhoven

Telefoon: 040 - 264 57 77E-mail: henegouwenlaan@stedelijkcollege.nl

Location Oude Bosschebaan: Vmbo alle leerwegen, Mavo, EOA

Oude Bosschebaan 20

5624 AA Eindhoven

Telefoon: 040 264 53 64E-mail: oudeboschebaan@stedelijkcollege.nl



The Central Management Team (CMT) oversees the daily operations of the Foundation. It consists of a Board College van Bestuur and a number of division heads.

College van Bestuur

Mr M. Stoker, Chairman of the Executive Board

Ms P. de Bruijn, Member of the Executive Board

Division Head

Mr B. Prickarts, ISE Director

Secondary School

Ms M. Watts, Head of Secondary School

Ms A. Cloutier, Leader for Learning, Students

Mr S. Hendrix, Team Leader, Staffing

Ms S. Pobjoy, Team Leader, Staffing

Ms N. Pagany, Interim Leader for Learning, Students

Ms K. Pollard, Interim Leader for Learning, Curriculum

Primary School

Ms D. Dansen, Head Dutch Department

Ms J. Roach, Head International Department

Ms H. Spanbroek, Leader for Learning

Mr G. Latham, Leader for Learning

Quality

The ISE stands for quality. For example, we score well on our final exams and we receive positive assessments from the education inspectorate. Studies show that our students are satisfied with:

- pastoral care;
- physical safety, social safety and well-being;
- learning support;
- the teaching & learning to challenge students to develop;
- the quality of the school;
- overall quality of teaching & learning
- The way they are treated with respect.

For more information see also our school plan and the annual report.



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

03 - School Board and Organisation Structure

The International School Eindhoven (ISE) is one of the divisions of the Stichting Internationaal en Lokaal Funderend Onderwijs (SILFO) with approximately 1500 students. SILFO has a division, the Stedelijk College Eindhoven which offers a broad range of national programmes and curricula (gymnasium - atheneum - bilingual vwo - havo - bilingual havo - mavo - bilingual mavo - vmbo - EOA) in addition to the ISE's international curriculum. The Foundation is a school group and located at three sites for their Dutch secondary divisions: Henegouwenlaan 2 and Oude Bosschebaan 20 in Eindhoven and Grote Bos 2 5666 AZ in Geldrop. The ISE Primary School and Secondary School are located at the ISE Campus: Oirschotsedijk 14b.

The Board of the Stichting may be reached via the post box address: Postbus 1310, 5602 BH Eindhoven.

The Board appoints the College van Bestuur (Executive Board) which is responsible for all affairs of the SILFO. The College van Bestuur consists of Mr. M. Stoker, chairman and Ms. P. de Bruijn, member of the board. The ISE director, the directors of the other three schools and the two members of the College van Bestuur from the Central Management Team (CMT). In addition, each site has a leadership team that is responsible for the daily operations of the school.

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

The MedezeggenschapsRaad (MR PO, MR VO, and GMR), or consultative council, consists of representatives of personnel, parents and students. The ISE Secondary School also has representatives on the MR. Chapter 8.5 of this brochure provides more information.

The ISE Director has overall responsibility for the running of the Secondary and Primary Departments. The ISE Joint Leadership Team is made up of the Director and the Heads of Secondary and Primary. The Head of the Secondary School oversees daily operations.



The Leadership Team of the ISE Secondary department is made up of the Head of Secondary and the Leaders for Learning.

The ISE Director represents the ISE on the Central Management Team and, therefore, has co-responsibility for developments and policies in the entire Foundation. Final responsibility rests with the College van Bestuur (Executive Board). In addition, the Head of the Secondary Department oversees the daily operations of the secondary department.

Regular meetings take place with the Secondary teaching staff where educational matters, school related issues and students progress are discussed.

Each subject area is led by a Subject Leader. Weekly subject area meetings take place.

The ISE Parents Committee represents parents, although it is not a body with legal powers.

The ISE Secondary School Student Council is made up of students from each year group who are selected by the student council advisors.

The Leader for Learning Students, leads the Student Team which is made up of the Student Coordinators, Careers Counsellor and Year Tutors.

The Leader for Teaching and Learning, leads the Curriculum team, comprising the IBMYP and Diploma Coordinators and the Language Coordinator.

The Care Coordinator leads the Students Support team, comprising of Individual Needs Teacher, remedial Teachers, Students counsellors and Students Coaches.

04 - Philosophy, Curriculum & General Requirements

Compulsory School age

In the Netherlands all children are required to attend some form of secondary education until the end of the academic year in which they reach the age of 18 or they gain a diploma.

Admission Policy

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

IB Middle Years Programme Years (MP1-5)

IB MYP - Students must meet the school's admission requirements and in addition:

- Have a minimum age of 11 years
- Provide documentary evidence (school records, school reports, transcripts and references) that qualify applicants to enter secondary education
- Have the academic ability to manage the secondary curriculum
- Sufficient command of English to follow the curriculum (students with insufficient command of English can be placed in the English LL support programme in preparation for either the regular ISE secondary programme or for English-medium education abroad)
- No learning or behavioral difficulties which go beyond those that the ISE can cater for

IB DP - Students must meet the school's admission requirements and in addition:

- Have a minimum age of 16 years
- Provide documentary evidence (school records, school reports, transcripts and references) that qualify applicants to enter secondary education
- Have successfully completed the IB MYP, or an equivalent programme

- Have the academic ability to manage the IB Diploma Programme curriculum
- Sufficient command of English to follow the curriculum
- Show commitment to academic achievement and full participation in all aspects of the IB Diploma Programme
- No learning or behavioral difficulties which go beyond those that the ISE can cater for

The admission procedure is as follows:

Parents/guardians complete an online application via Open Apply (accessed from the Admissions page on the school website). Requests for meetings with the Head of School and/or the Admissions Office will only be arranged through the school office after submission of an online application. If applicable, an appointment with the Student Support Coordinator and/or the English Language Learning Coordinator will be arranged as part of the admission process.

The Admissions Committee will consider the application for admission. If the application for admission is accepted, parents will be sent admission documents for completion and further consideration. If the application for admission is not accepted, parents will be advised of the reason(s) for refusal by the school.

The Admissions Committee will review the admission documents and issue a final decision on admission and placement. New students will be invited to take admissions assessments in English and Maths before they start school. Diploma students may have additional assessments depending on their subject choices. English Language Learners will be assessed to establish their competence in English.

These assessments help to determine students' knowledge and understanding in relation to the school's curriculum. Once all information is received and reviewed and any necessary meetings, interviews and assessments are conducted, the school will decide and inform parents on admittance and placement.

Withdrawal

Withdrawal must be given in writing to the school in advance of the date of departure, where possible. Requests for the preparation of references and official transcripts should be made at least two weeks in advance.

4.2 The International Baccalaureate

IB Philosophy

The IB is unique because of its academic rigour and holistic nature challenging students to excel in their studies and personal growth. The IB aims to inspire lifelong learning that is marked by enthusiasm and empathy.

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

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

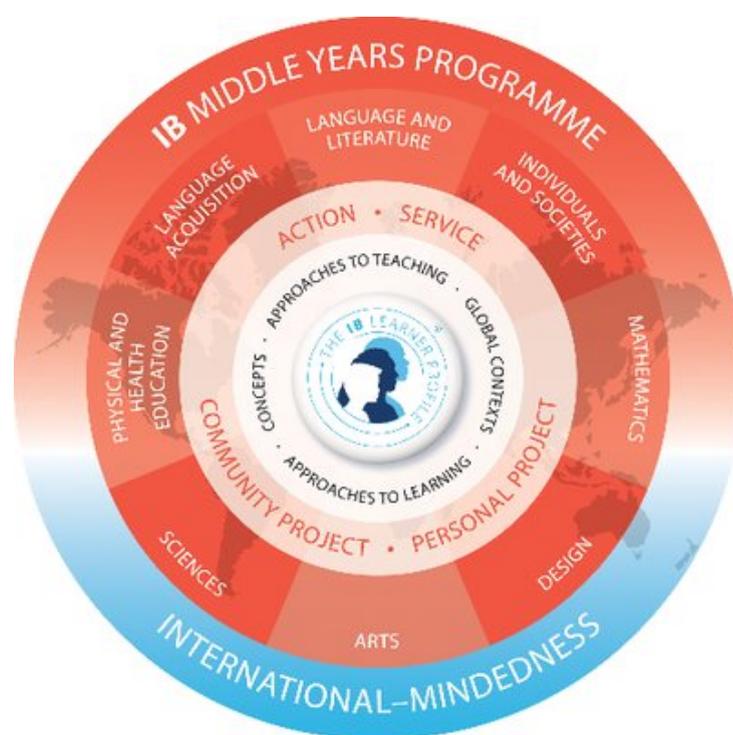
- focuses on learners
- develops effective approaches to teaching and learning
- works within global contexts
- explores significant content

IB Learner Profile

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

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

4.3 International Baccalaureate Middle Years Programme (MYP)



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

Description and aims

The programme is intended to promote the education of the whole person, emphasising the importance of a broad and balanced education.

The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement — essential qualities for young people who are becoming global leaders.

The IB Middle Years Programme

The IB Middle Years Programme provides a thorough study of various disciplines. It offers students a balanced curriculum with equal importance placed on all subject areas; it also accentuates the interrelatedness of them.

The MYP Programme:

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

The MYP consists of eight subject groups: language acquisition, language and literature, individuals and societies, sciences, mathematics, arts, physical and health education, and design. Student support is supported by a minimum of 50 hours of instruction per subject group in each academic year.

Approaches to Learning (ATL)

A unifying thread throughout all MYP subject groups, approaches to learning provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. The MYP skills are categorized into five clusters:

- communication
- social
- self-management
- research
- thinking

Students need to develop these skills in order to become responsible for their own learning.



Service as Action (community service)

Action (learning by doing and experiencing) and Service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service – making a positive difference to the lives of others and to the environment. Service as Action is an integral part of the programme.

The Personal Project

The Personal Project provides MP5 students with the opportunity to demonstrate what they have learned in the MYP. All students must complete the Personal Project. Each student develops a Personal Project independently, producing a truly personal and creative piece of work that stands as a summative review of their ability to conduct independent work.

Documentation of Student Achievement

All MP5 students participate in continuous assessments throughout the year and all students will receive a school graduation transcript, which, when completed successfully, qualifies for entry to further education such as the IB Diploma. Students receive an IB Record of Achievement.

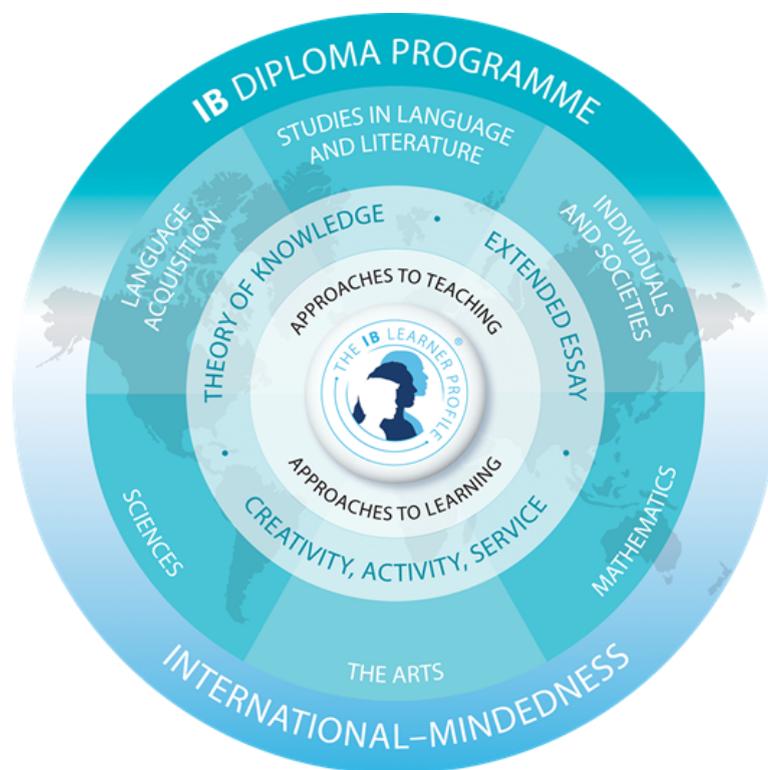
All assessment is carried out by ISE Secondary Department teachers and building quality curriculum standardisation is done to ensure international standards of teaching and learning are maintained. Each MYP student's accomplishment is recorded on Managebac, the online planning and recording tool for teachers, parents and students. Student accomplishments on Managebac include the IB MYP grading scale, which gives a final IB (1-7) grade for each individual subject. All students who have completed the last two years of the MYP programme will be eligible for the IB MYP school transcript. This indicates an overall standard of achievement in all aspects of the MYP.

In order to qualify, students must meet school requirements. This includes the successful completion of the Personal Project and Service as Action Programme. To receive a passing report at the end of MP5, students must obtain a minimum of 28 points, must not have a grade of less than 2 in each subject group, must not have a grade of less than 3 in their Personal Project and must have completed the Service as Action component to the satisfaction of the school.



Students who enter our International Baccalaureate Diploma Programme must meet the minimum MYP requirements as stated above. Please note, meeting the minimum requirement is not an automatic guarantee of admission into the International Baccalaureate Diploma Programme (DP). The final two years of the ISE Secondary School for students are based on the Diploma Programme (DP) of the International Baccalaureate. Classes are referred to as DP1 (first year of studies) and DP2 (second and final year of studies).

4.4 IB Diploma Programme (DP)



The final two years of the ISE Secondary School for students are based on the Diploma Programme (DP) of the International Baccalaureate Organisation. Classes are referred to as DP1 (first year of studies) and DP2 (second and final year of studies).

Description and aims

Developed by the International Baccalaureate for students in the final two years of school, the IB diploma programme is a demanding pre-university course of studies, leading to examinations. Designed as a comprehensive two-year curriculum that allows its graduates to fulfil requirements of various national education systems, the diploma model is based on the pattern of no single country but incorporates the best elements of many. Beyond intellectual rigour and high academic standards, strong emphasis is placed on the ideals of fostering international understanding, cross-cultural awareness and responsible citizenship.

DP curriculum

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

Subjects offered at the ISE Secondary School

Group 1 Studies in Language and Literature

These courses focus on the use and study of language and are designed for students who have experience of using the language of the course in an academic context. A student's language profile needs to reflect such proficiency. Offered at the ISE Secondary Department: English and Dutch. Other mother tongue languages are offered via the IB's School Supported Self-Taught Literature course

Group 2 Language Acquisition

These courses focus on language acquisition and are designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully either as beginners or with some previous learning of the language of study. Language B offered at the ISE Secondary Department: Dutch, French, Spanish and English Language Acquisition. Ab initio offered at the ISE Secondary Department: Spanish.

Group 3 Individuals and Societies

Offered at the ISE Secondary Department: History, Geography, Economics, Environmental Systems and Societies and Business and Management.

Group 4 Sciences

Offered at the ISE Secondary Department: Biology (HL), Chemistry (HL, SL), Physics (HL, SL) and Environmental Systems and Societies (SL), Design Technology (HL, SL).

Group 5 Mathematics

Offered at the ISE Secondary Department: Mathematics Approaches and Analysis (HL, SL), Mathematical Applications and Interpretations (HL, SL).

Group 6 The Arts and Electives

Offered at the ISE Secondary Department: Visual Arts or one additional subject from Groups 2, 3 or 4.

N.B. All choices are subject to demand, and to certain restrictions created by time-tabling.

Unique Characteristics

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

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

The Extended Essay

All diploma candidates are required to undertake original research and write an Extended Essay of 4000 words. This essay offers the opportunity to investigate a topic of special interest and acquaints students with the kind of independent research and writing skills expected at university. The Extended Essay can sometimes be written in another language other than English or Dutch if a supervisor is available at school (for example French, Spanish, Chinese etc).

Assessment requirements

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

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



The CAS commitment should reflect engagement in a range of meaningful activities, across the three areas, over a period of time. Such commitment roughly translates into purposeful activity for four to five hours each week over the course of the two years. The student's programme is

evaluated by activity leaders, the CAS coordinator, CAS Supervisors and Advisors, and the students' self-evaluation journals recorded on Managebac.

External Assessment includes written examinations (in all subjects except for Visual Arts); oral examinations (in Visual Arts and in Group 1 and Group 2); The Extended Essay; written assignments in studies in language and literature A, written assignments and Theory of Knowledge.

Other conditions

Students must be deemed to be in good standing with the school in order to be admitted to the programme and/or the final examinations and for final certificates and diplomas to be released. 'Good standing' refers to the prompt payment of fees and other costs, a satisfactory attendance and behaviour record, and the return of all school materials.

4.5 English Language Learning (ELL)

Admission procedures

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

Course content

- New students are assessed in English language proficiency if their background indicates that they will not be able to cope with English as the language of instruction. These assessments help to establish the level of support that a student needs.
- All ELL students are placed in a MYP year group and follow a pull-out support programme at one of three levels – beginner, intermediate and advanced.
- ELL beginner level students are withdrawn from the highest number of mainstream lessons. Mainstream subjects are added as a student's proficiency in English improves.
- It is possible to vary an ELL student's subject package for example, adding a Language B at beginner level if a student has some prior knowledge of that language.
- New ELL students are often placed at beginner level when they may already have some English proficiency. A limited mainstream subject package can ease the adjustment to a new school environment.
- Decisions to add subjects to an ELL student's package and eventual exit from the programme are taken at the four report times in the school year: first progress, mid-year, second progress and end-of-year.
- The ELL lessons are scheduled across the 29-hour timetable and contain a mix of students from all five MYP year groups. The progression of an ELL student within the programme is linked to many factors such as age and knowledge of English at entry to the programme, ELL support can last for up to 3 years.
- All decisions concerning an ELL student, beginning with entry to the ISE Secondary School and level of initial support in the ELL programme and eventual exit, are made in consultation with parents.
- Any students who have been in English medium education for longer than three years will be considered for the Language and Literature programme.

4.6 - Home learning, Tests and Examinations

Philosophy

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

What is the difference between home learning and homework?

Oftentimes home learning focuses on more open-ended tasks that aim to extend the students' learning and involve home experiences, which is aligned with our teaching and learning philosophy, which is to maximize progress and enable all students to become better learners. Our practices will be reviewed regularly in light of the IB Programme Standards and Practices, in order to ensure that they allow both the student and teacher to assess what the student can do, and how he/she can develop knowledge, concepts and skills. (From: ISE assessment policy). Home learning also aims to incorporate student choice and focuses on inquiry based tasks and is not meant to be a synonym for no homework.

Objectives of home learning

1. To encourage students to develop the practice of independent study through open ended tasks.
2. To develop perseverance and self-discipline in inquiry based learning.
3. To encourage students to have self-awareness, self-confidence and initiative.
4. To enable students to learn through the practice of skills acquired in the classroom.
5. To permit more rapid progress to be made by each individual; to promote quiet reflection on the work covered in the lesson.
6. To enable class work to concentrate on those activities requiring the teacher's presence.
7. To encourage students to investigate topics of study in depth, particularly through the use of effective follow-up questions.
8. To open up areas of study and to make possible the use of materials and sources available outside the classroom.
9. To encourage students to enjoy the skills, concepts and experiences related to each subject.
10. To encourage students to talk, discuss and research using the rich variety of resources which the community beyond the school can provide.

11. To provide opportunities for students to check on their own learning and form judgements independently.

Tasks

Effective learning is :

- assigned clearly so that students fully understand the nature of the task (task sheets & assessment criteria in written form provided for all major assessments).
- relevant and of interest to the students, allowing for students to plan their time.
- carefully planned and appropriately integrated into the learning.
- structured and manageable (especially longer tasks).
- marked promptly and returned to the student within two weeks.
- extends and supports the school curriculum, through reinforcement and revision.
- completed to high standards in terms of content and presentation.

Roles and Responsibilities

The Student:

- Signs into Managebac every day and follows instructions as indicated by the subject teacher.
- Completes the tasks set by the given deadline.

The Parent:

- Monitors to ensure that tasks are completed.
- Signs in to Managebac to monitor the gradebook.
- Attends information evenings.

The Teacher:

- Sets home learning tasks in Managebac according to the subject curriculum and home learning policy.
- Allocates sufficient time for students to record the task and its due date.
- Takes time to explain the task and provide appropriate follow up and feedback.
- Considers process and content and not merely memorisation of facts.



The Year Tutor:

- Monitors the student calendar and student progress on Managebac.

The Subject Leader:

- Ensures that set tasks are integral to the curriculum and appropriately differentiated.

The Leaders for Learning:

- Monitor the delivery and quality of home learning tasks.
- Ensure that the home learning policy is delivered in liaison with subject leaders, subject teachers, year tutors and is communicated to parents.
- Share good practice within and across departments.

Role of Parents

Successful learning takes place when there is collaboration between parents, teachers and students. Since homework takes place at home, parents can help to ensure that homework is as effective as possible by:

- providing a reasonably peaceful and suitable place in which students can do their homework;
- making it clear to their children that they value learning; and believe that it can help their children to make good progress
- encouraging their children in their learning tasks;
- helping children with organisational skills required for independent study;
- expecting deadlines to be met and checking that they are.

All of us working together in partnership will help to improve the student's chances of success and ultimately this is our collective aim.

Purpose of Home Learning

At the ISE, we want to encourage parents to support their child and be involved in their learning through:

- Promoting partnership between home and school.
- Reinforcing and consolidating learning that has taken place in the classroom through open-ended tasks to develop and to extend independent learning skills.

- Providing opportunities for parents and students to work together.
- Allowing parents to gain an understanding of what students are learning in school.
- Encouraging the students to become lifelong learners.
- Enabling the students to prepare for new topics, projects or areas of learning and complete curriculum assignments.

What the student is gaining from the home learning activities is far more important than the precise amount of time devoted to them. However, good practice indicates that the amount of time spent by students on school tasks at home should fall within the following guidelines:

Grade	Home learning Time
MP1	30 minutes per day
MP2	45 minutes per day
MP3 – MP4	1 – 2 hours per day
MP5	1.5 – 2.5 hours per day
DP1 – DP2	18 – 20 hours per week

This is notional rather than rigid in order to provide teachers, parents and students with guidelines in relation to specific task expectations:

- All students should be encouraged to produce work, both at school and at home, which is of a high quality. Working in partnership with the home promotes effective learning and will communicate clearly to parents our agreed policy and practice with respect to home learning. This will be done primarily through the Managebac portal. Other forms of communication include letters, information booklets, the ISE website/school guide, and parent/teacher consultation meetings.
- Study skills including organisation, planning, and time-management, are taught explicitly in year tutor lessons and are implicit in tasks.

Suitable Home Learning Work Tasks

- Research based tasks using books, newspapers or the Internet

- Reading
- Projects or extended assignments
- Writing reports (for example lab reports)
- Essays
- Preparation for an activity – such as collecting newspaper articles
- Making something such as a model
- Interviews/talking to someone
- Making a visit – to a library, church, museum
- Exam style questions practice.

Non – completion Procedure-missed Deadlines

Students are expected to complete home tasks work and to meet deadlines.

In minor incidents students will normally be given 24 hrs to rectify the situation. The teacher records a grade 0 in Managebac, which is remedied once the student takes ownership of approaching the teacher for a new deadline, with a valid reason. A point of information card will be sent home to parents. Students can upload their work until 20:00, after which time a teacher can decide to grade a late submission or not.

Where students know that they will find it difficult to meet a deadline, for valid reasons such as a school evening trip, exchange visit or other personal reasons, they should inform their teacher and negotiate an agreed extension in advance of the set deadline.

Repeated failure to extend learning at home will be addressed.

Initially students will be given the opportunity to complete their work at lunchtime or after school under supervision.

Parents will be informed through email, a point of information card, a letter or phone call of failure to produce the expected tasks as set by the subject teachers.

Excellent Learning

Effort with tasks completed at home will be valued and recognised through Student Recognition cards. Exceptional effort and achievement will be recorded through a letter home.



Home Learning Support

Support is available to students to enable them to complete their homework tasks to the best of their ability. Students should always consult with the teacher who set the work and seek clarification.

Additionally the school library is a valuable resource. Books, computers and study areas are available. The library is open and staffed all day including lunchtimes.

4.7 Assessment

Examinations and Assessment Periods

There are no end-of-year examinations for MYP students. Students in MP1 and MP2 take part in a Project Week at the end of the school year. All subjects take part in this week of activities and team building. In MP5, there are some extended assessment tasks that take place in an assessment week. End-of-year examinations take place for DP1 students, and will include topics covered during the whole year. There is also a MP5 and DP1 December assessment week and a DP2 Mock exam cycle which usually take place in January.

Formative and Summative Assessment

At the ISE assessments are at the heart of the IB programmes. Formative assessment (assessment for learning) is used to monitor students developing understanding and abilities throughout the programme, and summative assessment (assessment of learning) is designed to provide evidence for evaluating student achievement. Examples of formative assessment include self and peer assessment, quizzes, class discussions, homework, reflection, essays, plans and drafts. Examples of summative assessment include but are not limited to Diploma internal assessments, investigations, lab reports, past paper questions, tests, evaluations, exams, product designs, oral presentations and performances.

Common Assessment Practices

- The IB grade descriptors are used to determine students' progress.
- Assessment criteria are presented to the students with the task.
- Home learning supports and reinforces student learning done in class and informs the teaching and planning.
- The variety of assessment tasks include a balance of Approaches to Teaching and Learning skills (thinking, communication, social, self management and research).
- Tasks incorporate multiple learning objectives when appropriate and are varied in scope.
- Students engage in self-assessment and peer-assessment activities.
- Tasks are assessed as promptly as possible in order to provide timely feedback
- Measuring of a student's performance through summative tasks are recorded in Managebac.
- The “best fit approach” is used to award the achievement level for each student. Where it is not clearly evident which overall level should be awarded, teachers use their professional judgement to select the level that best matches the student's work.
- Moderation and internal standardisation of work within subject areas takes place to ensure consistency.

- Accommodations are made for ELL students, and students who need learning support.
- Tasks are designed to allow for the demonstration of higher order understanding, while being accessible to all students.
- An assessment task can be any task that provides the student with an opportunity to develop and demonstrate knowledge, understanding and skills which are the objectives of a specific subject group.
- No leave will be granted during these assessment periods.

Diploma Programme Deadlines

All DP students are issued with a list of major deadlines at the start of the school year as well as on Managebac. The calendar includes all major DP deadlines. DP students must make sure that all assignments are handed in according to these deadlines. Failure to do so can have repercussions for their final Diploma.

Diploma Programme Assessment

Teachers shall inform students regarding the subject assessment criteria, internal assessment and how the report grades are weighted.

Specific assessment practices for the IB Diploma

- Expectations of assessment in the Diploma Programme reflect the subject specific criteria. The subject guide informs the nature of assessment for each subject and should be accessible to all teachers and students.
- Assessment measures students' knowledge and understanding, and the extent to which the students have mastered a range of skills.
- Final exams take place at the end of the second year of the programme and are externally assessed.
- In the Diploma Programme there is both external as well as internal assessment. The Theory of Knowledge essay, the Extended Essay, written tasks and assignments (group 1 and 2) are externally assessed.
- Internal assessment takes place throughout the programme, is internally assessed and externally moderated.
- All students are provided with an assessment calendar of deadlines that aims to balance the necessary assessments throughout the two years.
- Monitoring of assessment takes place regularly.
- The weighting of the different components and assignments in the recording of the grades in Managebac, either formative or summative, must align with the IB expectations.
- In summative assessment tasks the most recently available grade boundaries are used.
- Assessment and the reporting of grades in the Diploma Programme is accumulative.

Frequency of Assessment:

- Summative assessment: In the Middle Years Programme at the ISE each strand is assessed at least once per term in the academic year.
- Formative assessment: This is ongoing throughout the academic year in all years of the Middle Years Programme.
- In MP 5, students are exposed to exam conditions through an annual assessment period
- In the Middle Years Programme there are assessment weeks for MP 4 and MP 5. For MP 5 the assessment week will inform teachers to finalise the Diploma subject package.
- In the Diploma Programme there are two examination sessions in DP1 that prepare the students for the final examination taking place in May of the second year. In DP2 there is a mock examination. These examinations are held in both the first and second year of the programme. This a compulsory component for all subjects and levels.
- There are at least two set assessment tasks for the Diploma per reporting period, including the internal assessment and topic tests.

Assessment Access Arrangements

Inclusive access arrangements for MYP assessment, DP internal and external assessment and DP final exams cannot occur for students, except for those with a diagnosed learning need in which accommodations has been granted by the IB. Accommodations include use of a laptop, use of a scribe, and extra time allocation.

Differentiation in the subject package or differentiation of tasks may also take place when students arrive after the start of the academic year. For students a recommendation may be made to adjust the subject package, depending on the time of arrival in the school and subjects taken at previous schools. This is at the discretion of the coordinator (MYP/DP/Language coordinator) and decided in liaison with the family.

Assessment and Academic Integrity

Academic Integrity is very significant in the process the students' learning process and assessment. When enrolling in the programme, students are informed of the Academic Integrity Policy and academic integrity is addressed in all subjects. Please see below more specific Academic Integrity information on referencing.

The school uses *Turnitin* as an anti-plagiarism tool to ensure all assessment is monitored and checked by subject teachers for academic integrity The *Turnitin* tool is integrated with the Managebac data system.

Predicted Grades

What are predicted grades? The predicted grade is the teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all the evidence of the candidate's work and the teacher's knowledge of IB standards. Predicted grades are also required for theory of knowledge and the extended essay.

[\(https://www.ibo.org/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities/faqs/\)](https://www.ibo.org/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities/faqs/)

How does the ISE calculate predicted grades? Predicted grades are determined by using the data collected over the course of the two year Diploma Programme. The predictions are based on the cumulative results of the student over seven successive terms. The data gathered includes all assessments completed over the two years, including internal examinations and internal assessments.

The process the school follows to determine a predicted grade, replicates the assessment model developed by the IB for each subject, in which the different assessment components such as the Internal Assessment, the written tasks, lab reports, and exams are assigned a weighting used for the

calculation of the final grade. Individual student progress over the two years has been evidenced through the individual task categories set on Managebac, as per IB subject component assessment, and are reflected in report grades which all factor into the data collected to determine the predicted grade to accurately reflect student attainment.

2021 - 2022 Results

Class	MP1	MP2	MP3	MP4	MP5	DP1		DP2
Total Students	111	109	83	99	86	88		60
Repeat the year (in 22/23)	1	1	0	0	3	6	(Graduated)	59 (%98.33)

	Total Students	Continue DP at ISE	Gone to another Dutch Int. School	Gone to another Dutch School	Moved Abroad
MP5	86	72	2	5	7

Glossary of Terms

Global Contexts	<ul style="list-style-type: none"> ● Personal and cultural expression ● Identities and relationships ● Scientific and technical innovation ● Fairness and development ● Orientation in space and time ● Globalization and sustainability
Assessment Tasks	A teacher-designed assignment used to measure student success with meeting objectives. The task with general work that can be assessed using previously agreed assessment criteria.
Boundaries	The lowest and highest marks for a particular grade. These are determined for each subject
Criteria	Criteria against which a student's performance is measured as evidenced by work produced. Subject guides provide assessment criteria to be used for final assessment for each subject group.
Cross-curricular skills	General skills that students must develop, obtain and use across all subject areas. <ul style="list-style-type: none"> ● Meeting deadlines ● Being prepared for class ● Presentation of work ● Working in groups ● Classroom behaviour ● Class participation ● Concentration ● Commitment
Descriptors	These describe the levels of achievement that are assessed with each criterion.
DP	International Baccalaureate Diploma Programme
ELL	English as a Learning Language
IB	International Baccalaureate
IB validated grades	Official grades determined by the IB's external assessment process.
Internal Standardisation	The process by which teachers of one subject or subject group in a school ensure a common understanding and application of criteria and descriptors.
Judgement	The consideration of a student's work against an individual assessment criterion.
Learning Styles	Students learn and are stimulated in different ways. Gardner's 8 styles of learning are: <ul style="list-style-type: none"> ● Verbal/linguistic intelligence ● Logical/mathematical intelligence ● Visual/spatial intelligence ● Bodily/kinesthetic intelligence ● Musical/rhythmic intelligence ● Interpersonal intelligence ● Intrapersonal intelligence ● Naturalist intelligence
MYP	The Middle Years Programme
Self-assessment	The process by which students reflect on their own progress and/or assess themselves against the criteria.

4.8 Excursions and Camps

The IB philosophy is very much geared to the need for out-of-school activities, which are formally incorporated in the school of the Middle Years Programme and of the Diploma Programme.

All excursions and camps are compulsory components of the programmes and all students are expected to participate. These activities take many different forms from fieldwork trips to full day excursions. All these activities add an extra dimension to the school subjects and allow students the opportunity of developing knowledge in an environment that is not possible within the classroom.

The majority of these excursions are listed in the school calendar, which is handed out at the beginning of the school year. Occasionally, during the year an extra excursion will be organised. Any new dates for the calendar will be listed in the monthly update that is emailed home to all families. A letter describing the excursion will always be sent home prior to the excursion by the teacher organising the event.

4.9 Activities Week & Project Week

An activities week is held each school year. Students may sign up to take part in a number of different activities that are run inside and outside the school. This is a compulsory week in which all students are expected to participate.

At the end of the school year the school runs a project week for MYP 1 & 2 while MYP 3, 4 & 5 participate in camp. This is an opportunity for students to develop and demonstrate their approaches to learning skills.

A specific programme is also developed for the DP1 students during activities and project week, focusing on the core components of the programme.

During the activities week students in DP2 take part in a formal assessment period.



In addition, for the MP5 students there is an annual work experience week, where the students are given the opportunity to work in a company outside of school to consolidate their future career aspirations.

4.10 Extra-Curricular Activities

- Activities beyond the classroom are essential for the all-round development of our students,
- International school students cannot always be easily included in the local community where they live, and need to feel part of an active and supportive community, where they can make further friendships, gain new experiences, develop confidence and self-esteem, and feel respected by others,
- Activities beyond the classroom provide new opportunities for learning some of life's more practical skills, such as perseverance, resilience, caring, reliability, patience, risk-taking and team-work,
- Activities which meet the above requirements have a positive effect on the ethos of the school and ultimately support the students in their academic development.

Extra-curricular activities take place outside the regular curriculum and usually involve after school sports, arts, cultural activities or clubs. These activities have an additional charge. Places are filled on a 'first come first served' basis. Activities beyond the classroom at the ISE Secondary Department in recent years have included optional trips such as a Service Project to Kenya, the ski and snowboard trip, or trips to London, France and Spain. Activities such as the Model United Nations are aimed at our older students and build concern for world issues and debating skills, and take our students away to locations such as The Hague and Luxembourg.

Our CAS programme at IB Diploma level encourages our students to engage in a wide range of community service, sporting and creative activities, some of which are open to all of our students.

In recent years we have greatly increased our focus on sports activities and the Performing Arts. This has led to the development of teams playing against other schools in various sports, and to musicals or dramatic productions, involving many of our students, alongside our regular concerts and exhibitions.

In recent years our school has been invited to provide teams for some of the prestigious NECIS tournaments, in which major international schools from Norway, Denmark, Sweden, Luxembourg, Belgium, Germany and The Netherlands participate.



Our Activities Coordinator oversees the various activities that we offer and our Arts Department Coordinator directs our various performances and exhibitions. Our activities are coached and led by a mix of our own teachers, parents and outside coaches.

The decision to allow a student to miss participating in an extra-curricular activity or optional trip will be based on a student's attendance and punctuality record in addition to their work ethic.

Reporting and Feedback

The ISE uses Managebac to document major assessment and achievement grades. All students and parents have access to this platform in order to view the data regularly.

At the ISE, reporting is done four times in the school year. The first and third report are progress reports. The second and fourth reports are full reports.

Students' progress will be reported four times per year, as follows:

- November, first progress report and parent teacher meeting
- February, mid-year report, parent teacher meetings
- April, second progress report and parent teacher meeting
- July, final report, reporting against criteria, providing a written comment.
- Progress reports are issued twice a year. They include judgments on the cross-curricular skills as well as an Indicative Progress Grade. The Indicative Progress Grade is based on the 1-7 Scale of General Grade Descriptors published by the IB. The grades reflect the student's overall progress to date based on the teacher's professional judgement of the student's academic progress at this point in time and it is not necessarily based on a precise sum of all the assessment criteria.
- Mid-year and final reports are issued once a year each: They include judgments on the cross-curricular skills, judgements of performance on each subject-specific criteria and teacher's comments. The teacher makes a judgement on which level best represents the students' standard of achievement at the time of reporting. Grades are converted to 1-7 using the subject area boundaries.
- For the MYP Programme the criterion report grade of a student is based on the achievement of this student during the reporting period. It is non cumulative, and is not an average of the year's assessments.
- For the DP Programme the report grade is determined using all previous assessment results, and is cumulative.
- If a student is to join a class during the school year a report might not be issued straight away if assessment of the student is not yet sufficient. The teacher may decide to award cross curricular skills only, at the discretion of the subject leader and communicated to the IB curriculum team.

4.11 Promotion and Repeating the Year

Promotion

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

Concerns will be addressed at parent/tutor meetings as well as parent/teacher meetings. Consideration will be given to the student's academic performance, his/her attitude and motivation, his/her well being and finally any factor hindering his/her progress.

If further steps to support the student both at home and at school are unsuccessful, the school will require that the student repeats the year.

Promotion to DP2 is based on results attained in DP1. The school bases the DP1 passing requirements on the same requirements which are established by the IB to obtain the full Diploma at the end of DP2. The passing requirements are measured against subject content and expectations that have been covered in DP1, not against DP2 expectations.

The three most important passing requirements are:

1. CAS, Extended Essay and TOK must have met school expectations and deadlines by the end of the DP1 academic year.
2. A minimum of 12 Higher Level points and 9 Standard Level points have been achieved.
3. A minimum total of 24 points for the six subjects being studied.

Repeating the Year

The regulations with regard to academic promotion do not allow students:

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



School Procedures and Expectations

Students currently studying in the Middle Years Programme in MP5 are accepted into the Diploma Programme at the International School Eindhoven based on:

Academic Attainment:

- A completed MYP school certificate with level 5 grade (or higher) for their higher level subject choices in the Diploma.
- A grade 3 or higher for the Personal Project.

Attitude and Motivation:

- A commitment to learning.
- A motivated attitude and a positive contribution to school life.

Teacher recommendations

Teachers indicate on the MP5 mid term reports for standard and higher level courses.

4.12 Bring Your Own Device (BYOD)

BYOD is an initiative at the ISE whereby students will be able to bring a personal device to school to use in the classroom. The device is purchased at the cost of the parents.

What will be provided by the school?

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

Who pays for the technology brought to school?

These devices will be purchased by and remain the property of the family.

What types of computing devices may my child bring to school?

Students may bring in laptops according to the specifications. A minimum of a 13 inch screen and a good battery life is strongly recommended.

I don't have an electronic communication device that my child can bring to school.

Will my child be penalised or miss out on instruction?

No. However, the expectation is for students to bring in their device. Please contact the school if there are issues with the expectation.

Will there be a permission form that needs to be signed before a student brings their own device to school?

Yes, upon admission, parents will need to sign the Devices use agreement and a waiver form when a family wants the school to help a student with their laptop. Waiver forms can be obtained in the ISE secondary school library and are available upon admission in the Open Apply system. All students and parents joining the ISE are expected to provide an electronic signature to confirm receipt of the Devices policy in Open Apply.

How will theft, loss or damage of a personally owned device be handled in the school?

The guidelines for the devices specifically address the risk of students bringing their own devices to school. The school is not responsible for lost, stolen or damaged devices.

Will the wireless access be filtered?

The wireless internet access available to students is filtered in the same way that access is managed at present. If students connect to the *Guest* network the use of the internet is restricted and limited.

Will there be technical assistance provided to access the wireless network or to assist with the use of devices?

At the start of the academic year, all students have designated time where they are supported in accessing the school network, given access to their Google account and Managebac credentials. During the academic year, when students have issues with their personal device, they can go to the BYOD helpdesk located in the school library and ask for assistance, and a laptop will be given to students for the day, in exchange for their student card.

How will these devices be used in the classroom?

Students will use their devices for a variety of activities which will vary from class to class. Activities may include (but are not limited to): complete in class activities, collaborate in real time, research for projects, and access websites with curriculum-related content, and keep track of classroom assignments, and record journal entries and other approved instructional activities.

Will students be responsible for troubleshooting and fixing students' devices?

Since there are different types of devices that could be brought to school as part of BYOD, there is no technical assistance provided, however, this may be requested with a waiver form obtainable from the library or in the online application platform Open Apply. Students will be expected to know how to connect their devices to the BYOD network, using their student number and password. Students are supported in learning about this at the start of each academic year by the BYOD support and the year tutors

Will students be able to recharge devices during the school day?

Students should not have the expectation that they will be able to charge devices at school and students need to ensure that they bring their laptop to school fully charged. Many school buildings do not have the capacity to handle additional electrical demands for charging personally owned devices. There is however a charging station in the school library for emergencies.

Will students be able to use their devices before or after school? During lunch?



Students should not be using their device during break or lunch times and after school only in the school library. Students are responsible for their own devices and must keep them safe at all times. Year tutors support students in doing so.

Does the school provide insurance for damage, loss or theft?

No. We do however recommend taking out insurance to cover these eventualities and to ensure all students have a protective cover or sleeve.

Can students use another student's device?

Due to the inherent nature of personally owned devices, they should be used by the owner of the device and thus devices should not be shared. Passwords to any platforms must be kept private.

How will students be able to print?

Students can print using the webpage: <https://stedelijkcollege.mycampusprint.nl/Login/Login> and select the file they wish to print from their device. The print will be sent to the selected printer.

As a parent, am I required to add additional software (virus protection, filter, tracking devices etc.) to my child's technology tool?

Yes. All applicable devices that connect to the internet will need to have anti-virus software installed. No other anti-virus software is expected to be installed on student's machines.

4.13 Point of Information Card

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

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

- homework not attempted/presented,
- homework attempted but below standard,
- failure to bring required classroom material(s),
- assignment deadline not met / plagiarism/collusion,
- result achieved below students' regular standard.

4.14 Special Recognition Card

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

4.15 Absence

The school is obliged to monitor student absences according to Dutch regulations.

Class tests / quizzes and assignments:

In the case of a properly authorised absence, a student may have a test/quiz re-scheduled, usually in the lesson following the absence. If an assignment deadline has been missed due to an authorised absence, the student is expected to submit the assignment upon their return to school.

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

4.16 Academic Integrity

Rationale

As an IB World School the ISE Secondary champions the principles of academic research and advocates ethical behaviour in the production and submission of authentic work. The ISE Secondary holds students accountable for the ethical use of the ideas and work of others and promotes the concept of intellectual property. To this end this policy's purpose is to foster honest academic practice so that students, parents and teachers can all take pride in the work achieved because it will be authentic. The ISE Secondary's Academic Integrity Policy has been developed in accordance with the IB Diploma Programme general regulations and is collated paying close and direct reference to IB publications and in particular the Diploma Programme Academic Integrity publication of July 2009.

Academic Integrity

When students adopt the habits that meet agreed academic conventions and thereby avoid the various forms of academic misconduct then they are abiding by the expectations of academic honesty and respecting all forms of intellectual and creative expression.

An authentic piece of work is based on the student's individual and original ideas with the ideas and work of others fully acknowledged. All assignments completed by a student for assessment must wholly and authentically use that student's own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged.

Malpractice

Students are required to act in a responsible and ethical manner throughout their school life and develop into the type of learner as described in the IB Learner Profile. Malpractice has no place in academia and any student who engages in it compromises and devalues the academic process. Therefore all ISE students must avoid any form of malpractice. The IBO defines malpractice as 'behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.' Malpractice most commonly involves collusion or plagiarism.

Examples of malpractice include but are not confined to:

Intentional Plagiarism

Representing the ideas or work of another person as one's own.

Unintentional plagiarism

Careless paraphrasing and citing of source material such that improper or misleading credit is given.

Collusion

Supporting malpractice by another student - allowing work to be copied, or submitted for assessment by someone else.

Duplication of Work

Presenting the same work for different assessment components in the IB.

Other Misconduct

Any other behaviour that gains an unfair advantage e.g. cheating in an exam, falsifying a CAS record.

Plagiarism

Respecting authorship is the key to academic honesty and plagiarism is the term used to describe the offence of not adhering to this principle. When a student uses or copies the work of others (whether written, printed or in any other form) without proper acknowledgement then this is plagiarism.

In order to avoid plagiarism there are some key skills that a student needs to acquire and develop:

Note-taking

Always record the reference details of sources for ideas, information and quotations.

Referencing

Record all ideas and quotations from books, journals etc; information from the web; newspapers articles - ie all sources and so conforming to the agreed ISE Secondary format policy.

Paraphrasing

As an alternative to quoting, this practice still requires a citation and reference.

It is never enough for a student to simply acknowledge that an idea or phrase is not their own. Failing to specify the exact source is plagiarism. Providing the exact source is good research. Plagiarism is not acceptable.

Collaboration

Collaboration includes working in groups to achieve a shared goal and is a common form of assessment in which all members of the group are expected to participate equally. Group work may be face to face, in discussion boards, blogs and wikis for example. The protocols of acknowledging sources still apply.

Permissible collaboration includes the following:

- discussion with other students regarding issues raised by the assessment,
- discussion with other students regarding means by which to address the issues raised by the assessment,
- collaborate in the location of, and sharing, sources of information relevant to the item of assessment

Impermissible collaboration includes the following:

1. collaborate with other students or persons in the writing of all or part of the student's submissions for the assessment,
2. collaborate with other students or persons in the writing of all or part of any other student's submissions for the assessment,
3. a student provides a copy of his or her work for assessment to another student.

Only legitimate collaboration is acceptable.

Collusion

- Is a form of plagiarism that can occur as a result of inappropriate collaboration during group work.
- Occurs when two or more people work secretly for the purpose of deliberately misleading others.
- Involves working with someone with the deliberate intention to mislead. This could involve working with someone else to produce work which is presented as your own when, in fact, it was the result of secretly working with someone else.
- Can be avoided by taking own, personal notes of what is happening during group work sessions.

- It is collusion if a student allows another to copy an assignment even if that student changes the words to make it look like his own before submission.

Investigation of Intentional Malpractice

Where a student is suspected to have behaved with academic dishonesty then this alleged malpractice will need to be investigated and resolved within the school. Incidents involving work to be externally assessed will be subject to extra scrutiny and more severe sanctions, but plagiarism in all its forms is a serious offence and something that the ISE Secondary wishes to actively identify and prevent.

- The teacher will notify the respective coordinators of the MYP and DP programme of the suspected malpractice and will present documentation and/or supporting evidence. The teacher will not necessarily make an open allegation to the student but any suspicion of malpractice will be kept confidential to the process.
- The Leader for Learning will determine whether malpractice has taken place based on the information gathered through the investigation, including interviewing the student and allowing the student to provide an explanation.
- The Leader for Learning will inform the parents by email or letter of the process irrespective of the outcome.
- If malpractice is confirmed, the student and parents will be notified in writing and informed of the consequences. Provisions for an appeal will also be explained.
- An appeal must be submitted within seven school days of the date of the letter. The Head of School will consider the appeal. The Head of School's decision will be final and will be communicated to the student and parents in writing.
- Copies of all records of investigation, correspondence and malpractice will be kept on the student's file.

Guidance: How to avoid malpractice

The ISE Secondary has a collective whole school policy prescribing the agreed format for bibliographies, footnotes and citations and this must be followed by all students. Whilst the aim is academic honesty it is recognised that this is a skill as well as an attitude and therefore needs to be taught and developed over time. Below are listed the expectations of students in MP1 to MP4. By MP5 it is expected that students will be entirely familiar with the principles of academic honesty

Key skills to be taught

- **Authorship:** Students need to understand that referencing conventions apply to all academic pieces of work. They also need to be encouraged to develop their own voice and, as they develop their own ideas, construct their own knowledge making use of the body of existing knowledge available to them.
- **Referencing:** Students need to be able to paraphrase, use footnotes and compile a list of referenced sources of work that have been cited and used in the production of a piece of work. *Detailed guidance on this and the agreed ISE Secondary convention is available.
- **Time-Management:** Students who are organised have time to prepare for assessment tasks and are less inclined to misplace sources, give incorrect references or make dishonest attempts to complete assessment tasks.

	Expectations of Students	Teaching Guidelines
MP1 & MP2	<p>Citation of sources in the form of a statement: I got this information from</p> <p>Citing in the form of: book title, or homepage title of website, or interviewee's name</p>	<p>give sources where the students can go for information</p> <p>ask librarian to have those sources available</p> <p>allow students to look for their own sources, but vet them first.</p>
MP3 & MP4	<p>Inclusion of title, author, publisher and copyright date or title and address of website, or names of interviewer, interviewee and date of interview in referencing their work.</p> <p>Students will understand the difference between paraphrasing and quoting a source, and be able to use both techniques.</p>	<p>give sources where the students can go for information, but encourage students to find their own sources</p> <p>alert librarian to topics that students will be looking for information about</p> <p>teach the difference between paraphrasing a source and quoting it.</p>

- **Study Skills:** In addition to managing time students need to be effective note-takers and to refine the reading and thinking skills necessary to complete an assessment in a disciplined and independent way.
- **Communication:** Students need to maintain an open and honest dialogue with their teachers about the assessment and inform them and / or their tutor if the task itself is presenting difficulties or is overwhelming. Students also need to be able to share concerns as to whether their actions may well be unintentionally dishonest.

ELL Students & Academic Integrity

It is recognised that the context of Academic Integrity in relation to students for whom English is not their first language is different. Learning to write is a developmental process and in the early stages of second language acquisition copying words and phrases can be a legitimate strategy. ELL students will use text from a variety of sources in order to create their own. For such novice writers this approach is to be tolerated at this initial stage. As linguistic competence develops so students can be introduced to the word 'plagiarism' and the idea of academic honesty. All teachers of ELL students in mainstream subjects will guide them through this process and a mutual understanding between teacher and student will help focus students on developing techniques to avoid plagiarism. This guidance will be reinforced in the ELL lessons.

Academic Integrity applies to all students and expectations of ELL students will increase as they mature into more fluent and academic writers in English. Further clarification on individual cases is to be sought from the ELL Coordinator.

Turnitin

Turnitin.com offers an electronic detection service and this is used by the ISE Secondary not only as a way to identify academic dishonesty but also as a teaching tool through which to promote good practice. Students are shown how it works and have opportunities to use it themselves.

IB Learner Profile

IB learners strive to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

It is the goal of the ISE to ensure that a learning environment in which the aims and values of the IB programmes together with the IB Learner Profile are evident and are embraced by all members of the community. Such values promote academic honesty.

05 - Financial Regulations

5.1 Registration Fee

This is a one-time, non-returnable fee of €200, which is charged when you first register your child at the ISE Secondary Department.

5.2 School Fees

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

If you have any queries about school fees, please do not hesitate to contact the Finance Department via email: fz@SILFO.nl

School Fees:

For students in **MP1, MP2, MP3 & MP4:**

The school fees are €7417 per student for the academic year 2022-2023. The employer's contribution is €600 per student.

For students in **MP5:**

The school fees are €7539 per student for the academic year 2022-2023. The employer's contribution is €600 per student.

For students in **DP1:**

The school fees are €7774 for the academic year 2022-2023. The employer's contribution is €600 per student.

For students in **DP2:**

The school fees are €8254 for the academic year 2022-2023. The examination costs are factored into the total DP2 fees. The employer's contribution is €600 per student.

School-related costs:

School-related costs go toward various subject related excursions all students are expected to attend, as well as examination fees. School-related costs are included in the total costs parents are expected to pay per child.

For each new student a signed school fees form with regard to the method of payment has to be submitted to the school office by the start of the new school year unless other conditions are set in writing for the parents/guardians of an individual student. Failure to submit a school agreement form in time or within 14 days of a student's enrolment may lead to collection charges and/or the suspension of the student from the ISE.

Forms of payment:

a. Payment by employer

When the employer assumes responsibility for paying the employee's school fees the total sum must be transferred before 31 October 2022 or the employer may pay in 8 monthly instalments from October until May.

b. Payment by parents

The school fees will be paid via direct debit from the parents bank account in 8 monthly instalments from October until May or a one-time payment before 1st November 2022.

School fees when registering during the school year:

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

Refunds when departing during the school year:

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

Withdrawal of students:

Parents/guardians are requested to give three months' written notice to the Head of the Secondary.

Payment by employers:

No refunds are made in the case of payment by employers.

5.3 Deposit

A one-time only, returnable (without interest) deposit of € 500 is paid when the student joins the ISE Secondary School. This amount will be refunded in full when the student leaves the ISE, providing all books and materials have been returned, fee payments are up to date and all other obligations have been met.

5.4 Other Expenses

a) School supplies and equipment

Students have to buy various school supplies.

A full list can be found on the school website and in the welcome pack issued to all new students. Students in MP4 and above will be expected to purchase their own graphics calculator for Mathematics. These are likely to cost approximately €100. Please see the students supply list for the exact model. Visual Art materials can also be bought at school for approx €12 as well as specially made exercise notebooks with the school logo and name on the cover. Increasingly, school work — and homework — requires the use of computers and internet access.

b) Overview of excursions & activities

Learning outside the classroom

Throughout the school year a number of excursions and camps are organised to support student learning. All these activities are compulsory components of the IB Programmes and students are expected to participate.

Activities week

An activities week for all students except Diploma students. Students who do not take part in these optional trips must sign up for the various activities that take place inside and outside the school.

Optional trips & activities

The school offers a number of optional trips & activities throughout the year.

Costs related to optional school trips

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

c) Mother Tongue Language Lessons

Students in the IB MYP may choose to study their mother tongue language. This is done on a private basis. However, the school is responsible for finding a suitable teacher, as well as providing the necessary training and resources.

Please note that the school is not responsible for any necessary visas or travel applications for students.

5.5 Financial Assistance

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

- The subsidy for parents of students in secondary education has been stopped since 1 January 2010. From this date the budget of the tax department relating to student finance has been raised. The students of secondary education will also receive their school books for free,
- Students in secondary education of 18 years or over are eligible to receive education finance via the VO18+ arrangements. The amount of the grant is determined by the income and financial standing of the parent/guardians. Request forms are available at the school or at the regional Steunpunt Informatie Beheer Groep. The request must be made 3 months before the student reaches the age of 18. The student (not the parents) will receive the grant in 12 monthly amounts. Payment in arrears is not possible.

De Meedoenbijdrage of the gemeente Eindhoven

Since January 2012, the gemeente Eindhoven has had an income support arrangement for inhabitants of Eindhoven who are on a minimum income. The Meedoenbijdrage covers discount arrangements, school cost refunds, technology refunds and the contribution for equipment for people aged 65+ in one.

This grant is to enable participation in, for example, a sport club, ballet lessons or a cooking course. It can also be for visiting the theatre, going to the skating rink or a newspaper subscription. It is also possible to use it to buy school supplies or a computer.

This grant is available for every family member. The amount received is dependent upon which age category the family members fall. Children under 18 years of age will always receive the grant in the month of August, at the beginning of the new school year.

[Click here for more information about the Meedoenbijdrage.](#)

The arrangements for income support are intended for all inhabitants of Eindhoven with a low income. But what is a low income? The Meedoenbijdrage is intended for those whose income does not exceed 10% more than the basic unemployment benefit. The unemployment benefit is not the same for everyone. The amount of payment is dependent on the ages of those in the family, and the family situation. For more information about the actual grants available, please go to: www.eindhoven.nl

Stichting Leergeld

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

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

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

5.6 Insurance

All students are collectively insured for accidents and damage and third-party liability during their stay on the school premises or during school excursions, camps and events.

This is also applicable during their journey home to and from school as long as this journey takes place within a reasonable time after the student's last lesson or the end of an excursion or event. However, third-party liability is not covered during the journey to and from school. The insurance does not cover damage or liability to other students, members of personnel or the school and its property.

Parents are strongly recommended to take out a third party liability insurance as part of their household insurance. Please be aware that students are not covered under the above insurance policy if they leave the school premises without permission during the school day or if they remain unsupervised on the school grounds after the end of the school day.

5.7 Damage

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

06 - Organisation of the Academic Year

6.1 General

Before the summer holidays parents and students receive information about the first week of the new academic year, school fees and payment conditions.

All new students and their parents are requested to attend a welcome afternoon held the week before school commences for lessons.

6.2 MP4, MP5 and DP Formal Assessments

Students in MP4, MP5 and DP have a number of formal assessment periods throughout the year:

- MP4: formal assessment period in June,
- MP5: formal assessment period in December and June
- DP1: internal examinations in December and June,
- DP2: mock examinations in March and final examinations in May.

No leave will be granted during these assessment periods.

6.3 Holiday and Study Day Overview

Please refer to the website for an up to date holiday/study day schedule by following this [link](#)

6.4 School Hours

Daily Schedule		
Lesson	Classes	Times
1	MP1-5, DP1-2	08:45 - 9:45
2	MP1-5, DP1-2	09:45 - 10:45
Break	MP1-5, DP1-2	10:45 - 11:05
3	MP1-5, DP1-2	11:05 - 12:05
4	MP1-4 lessons MP5-DP2 lunch	13:00- 13:55
5	MP1-4 lunch MP5-DP2 lessons	13:55 - 14:55
6	MP1-5, DP1-2	14:55 - 15:55

Please note that lessons finish at 14:55 on Wednesdays.

Total educational learning time (approximately):

MYP1-5	1044 hours/year,
DP1	900 hours/year,
DP2	700 hours/year.

6.5 Calendar

The school calendar is available via the website [link](#)

07 - Additional Responsibilities and Functions

7.1 The School Office

- The school office opens at 08:30 hrs and closes at 17:00 hrs. The office is normally open to students only during breaks and before or after school hours, unless they have very urgent reasons.
- Parents/guardians must notify the school office in writing of any change of address and/or telephone number via secondary@isecampus.nl

7.2 Careers Office

Careers counselling

Careers and higher education guidance counselling is available to all our secondary school students, and is aimed at supporting decisions regarding education within the school (e.g. choice of subjects for MP5 and the IB Diploma) and higher or vocational education beyond school. Careers counselling and guidance is based on teamwork between the year tutors, the IB Diploma Coordinator, subject teachers and the school Careers Counsellor, who together ensure that students have the most suitable information, support and advice to arrive at decisions which best fit their abilities and career aspirations.

Careers counselling as preparation for the IB Diploma Programme

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

Careers counselling for tertiary education

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



7.3 Pastoral Care

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

7.4 Confidante

Stichting Primair en Voortgezet Onderwijs Zuid-Nederland has a system whereby particular members of staff are trained to provide confidential advice. Internal and external confidants are available. Please contact Ms. Anne Mulder amulder@isecampus.nl

7.5 Medezeggenschapsraad

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

A detailed list of the legal authority of the school council is available as part of the MR-Regulations, article 21 to 26. See www.stedelijkcollege.nl. The Medezeggenschapsraad of SILFO is working together closely with the Medezeggenschapsraad of the Primary School of the ISE. The meeting schedule can be accessed on the above site.

The members of the SILFO Medezeggenschapsraad are elected from personnel and the parent/student body. The composition of members is as follows:

The ISE representatives in the council of the secondary school are:

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

Angela Keen is the MR-representative on behalf of the students.

Vacancy, MR-representative on behalf of the parents.

7.6 Parents' Committee

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

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

The Parents Committee tries to achieve its objectives by:

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

Positions of the parents' committee

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

7.7 Students Council

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

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

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

7.8 Care Department

In the Care Department, students will always find support with any school or personal challenges they might face.

Our main responsibilities are:

- Support students with homework tasks and in-class projects
- Instruct, motivate and stimulate care students.
- Implement projects in care class to enrich learning skills
- Focus on students' social development through games and fun activities
- Provide individual student coaching
- Provide individual student counselling
- Meetings with parents/guardians

08 - School Procedures

8.1 Code of Conduct

The ISE Secondary Department operates on the understanding that all students have a right to learn. The school community believes all students should work towards creating a climate that is positive and productive. No student has the right to choose behaviour that infringes upon the rights of others.

School-Wide Expectations

The whole school community is expected to:

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

Classroom Expectations

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

Encouragements and consequences

Staff at the ISE Secondary Department will continue to ensure that positive behaviour is given recognition. The staff is committed to good communication between teachers and students, and between school and home. This may come in the form of Year Tutors making encouraging phone calls, sending positive notes home, and conducting positive parent-teacher conferences.



Students will also know when they have chosen behaviour that is unacceptable. Our goal is to help students see that they are responsible for their behaviour and in control of themselves, and this means recognizing both positive and negative behaviour.

When the teacher feels that there is a particular issue requiring attention, a point of information card, or a report of misconduct will be sent home outlining the situation. The Year Tutor will also receive a copy of the correspondence, and where a continued pattern occurs, the teacher may request a meeting with the family with assistance from the Year Tutor, or in extreme circumstances ask the Leader for Learning to intervene to address the situation.

Suspensions and Detentions

In some cases, a student may be assigned to a lunch time, or after-school detention, particularly where lateness or failure to complete work, is concerned. In-school or in more severe cases, outside school suspensions may also be assigned to a student in cases where a student is unable to change a behaviour despite earlier efforts made by the school. They may also be applied when there is a major break in the school's rules or its code of conduct. The ISE has a policy in regards to late arrivals to lessons. Should a student have incurred more than three late arrivals per term, they will be issued with a morning detention.

Report of Misconduct Card

If a major offense occurs, a teacher will issue a student with a report of misconduct card. Parents will be informed and the student will be expected to complete some form of corrective action or undertake a consequence.

General Rules of Conduct

1. In an effort to keep the school environment clean, and to protect particular school property from damage (e.g. computers, books), the consumption of food and beverages is restricted to the auditorium and the playground. Gum chewing is not allowed. Everyone is also expected to dispose of rubbish in the bins provided, and to clean up any spills/mess that may occur. As a member of the school community, we also expect students to help clean up even when they may not be directly responsible for the mess. Each student is expected to be on a break clean-up duty during the school year; this is done on a rotational basis.
2. Where teachers give permission, a bottle of water may be taken into the classroom.
3. Smoking and vaping are not allowed on or around the campus. 'Around the campus' includes the surrounding woodland, all streets, sidewalks or paths that immediately surround the school, or any location that is visible from the school property.

4. A student may leave the classroom only after receiving teacher permission.
5. For reasons of safety and confidentiality, students may not be in the classrooms without supervision, or without the express permission of their teacher. It is the teacher's responsibility to direct the arrangement/environment of the classroom. Students, therefore, should not open or close windows, blinds, curtains, or radiators, unless instructed to do so by the teacher. Exceptions may be made, particularly with respect to Diploma students. However, where classrooms are shared by teachers, a common understanding for student access must be reached by all teachers involved.
6. During school hours students may only be in the bicycle park to either park or pick up their bicycles or mopeds. No bikes should be left in the bike park.
7. The possession or consumption of alcohol by students, either on school property or during a school event or activities off campus, is forbidden. It is also unacceptable to arrive at any school function under the influence of alcohol. Failure to comply with this rule, will result in the student being sent home. It will also lead to an automatic suspension, the length of which will be determined by the senior school Leadership Team in consultation with the staff involved.
8. The possession or use of drugs or other illegal substances is forbidden in school or during activities organized by the school or associated with the school. Students suspected of being under the influence of drugs will be sent home, and will face suspension, the length of which will be determined by the Leadership Team in consultation with the staff involved. Students who bring drugs or dangerous substances into the school will normally be expelled from school and reported to the police. For many ISE students, this is likely to mean that a suitable alternative school in the area is not possible, and that it will be, therefore, necessary to leave the country.
9. For reasons of supervision, at the end of the school day, students must leave the campus promptly unless involved in an agreed and supervised activity, including study or research in the library.
10. Electronic devices may be used only during break times or if the supervising teacher gives permission, and provided the volume and headphones are such that no one can hear. Headphones are not to be worn outside of times used above and electronic devices should be stored away. A typical response would be to remind the student of the rule and have him/her put the item away. Where a student repetitively needs to be told, or where the use of the electronic device is truly interruptive the teacher may confiscate the item and leave it with the Head or member of the Leadership Team for safe keeping.
11. Mobile phones may only be used at break times or if the supervising teacher gives permission. A typical response would be to remind the student of the rule and have him/her put the item away. Where a student repetitively needs to be told, or where the use of the



electronic device is truly interruptive the teacher may confiscate the item and leave it with the Head or member of the Leadership Team for safe keeping.

12. During school overnight trips students will only be permitted to use their mobile phones during set times.
13. Out of respect for privacy and AVG rules, recording, photographing, of anyone, without obtaining advanced permission, is not permitted. This also includes the posting/publishing of any material on the internet, without the consent of those involved.
14. Students should not wear clothing that may be offensive or disrespectful to others. All clothing must conform to reasonable standards of modesty and good taste.
15. The wearing of hats or caps (including headscarves and bandanas) inside the school is not allowed. Students who can show that they wear a head covering for religious reasons may be exempted from this restriction.
16. Skateboarding is not allowed at any time in or around the school campus.
17. DP students are encouraged to remain on campus during breaks, cancelled lessons and study periods. If DP students leave the school campus during school hours, they must sign-in and/or sign-out at reception.

8.2 Responsibilities of Parents

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

- ensuring your child attends school regularly,
- ensuring your child gets enough sleep and eats a diet which will support an alert brain and a healthy body,
- ensuring your child keeps up with homework and other commitments, and attends school with the correct equipment,
- ensuring your child attends non-lesson days such as Sports Day, or other similar activities which reinforce positive values and team spirit,
- attending Parent-Teacher consultations and information evenings,
- supporting school activities, such as musicals, concerts and exhibitions,
- encouraging your child to enrol in extracurricular activities, and to attend these regularly,
- supporting our Parents Committee and the events that they organise,
- volunteering along with other parents to help support various aspects of the school.

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

8.3 Arrival

1. The school building is open to students from 8.00.
2. Students are requested to arrive shortly before 08.45 unless circumstances dictate an earlier arrival. No supervision is available for students who arrive early.
3. Students must be present on the school's premises at least 5 minutes before the first lesson. This is the sign for both students and teachers to make their way to the classroom. Students should be in their seats in their classroom, ready to start the first lesson punctually at 08:45.
4. Mopeds and bicycles must be locked and left in the bicycle area and must not be ridden beyond the bike park. Mopeds and bicycles must not be placed in a position that hinders free entrance to and exit from the bicycle park. The school is not responsible for theft of or damage to mopeds or bicycles.



8.4 Late Arrival

Students who are late for school in the morning for any reason, must report to Reception to fetch a late slip before going to their lesson (only before 09:30). Students who fail to fetch a late slip run the risk of being marked absent for the full day. Parents are always telephoned by 09.30 hrs in the case of a student who is marked absent without authorization. Early-morning detention will apply to students who are repeatedly late, this includes late arrivals to any lesson, not only the first one.

8.5 Absences

We draw the national policy to your attention that is intended to reduce the amount of student absence through illness. The school is required to keep accurate records of when a student is absent.

Unauthorized absence is absence through skipping (truancy) or as a result of extreme tardiness for no good reason. We aim to keep you informed of this, and we are also obliged to inform the school attendance officer in the municipality. Authorized absence is when your child is absent because of illness, or other medical reasons, and you inform us of this.

However, if your child is absent because of illness or medical reasons three or more times within a short space of time, the school must report this to the municipal health service (GGD). We will inform you if we do so. You and your child will then be invited to an interview at the GGD in Eindhoven, where a doctor or nurse will discuss with you whether it is possible to reduce the amount of absence.

The school will be informed of the discussion. If your child does not attend such an interview, the case will be referred to the school attendance officer, who will decide whether this constitutes unauthorized absence.

- In case of illness or any other unavoidable and unforeseen absence of a student, parents should inform the school by telephone or email to secondary@isecampus.nl before 08.45. Parents are requested to phone the school each morning of continued absence if the date of return has not been given.
- In the case of a pre-arranged absence, such as medical or dental treatment, which cannot take place outside school hours, the parents/guardians must request permission from the Head stating the reason for, and duration, of the absence.
- If a student becomes ill during the school day and cannot continue with the remaining lessons, s/he must report to the School Office. The Office will contact the Head or a member of the Leadership Team to gain permission for the student to go home. Permission to go home is only granted if it is possible to contact one of the parents/guardian by telephone.
- Students, who cannot participate in a Physical and Health Education lesson, must report to the PE teacher, who will then decide whether the student can in fact follow the lesson or part



of the lesson. At any rate, the student remains under the supervision of the PHE teacher, and must not stay in the changing rooms.

- If the illness or condition is only temporary, parents must request exemption from the lesson from the PE teacher in writing, and the student may follow the lesson from the sidelines. Only the PE teacher can give permission to deviate from this rule.
- Exemption from PHE classes will be granted only in cases of prolonged illness or a prolonged condition accompanied by a medical statement. The PHE teacher will decide in consultation with the Head of Secondary where the student must be during the PHE lesson.
- A student who has fallen behind in his/her studies as a result of absences, is expected to make up for this as soon as possible. If any major tests have been missed, the student must consult the subject teacher to make arrangements for re-scheduling the tests. The teacher is not obliged to re-schedule tests for any reason other than illness or leave of absence due to an emergency.
- Students who are absent for a class test cannot ask for the test to be re-scheduled if they did not report their absence before the test according to the regulations. In exceptional circumstances a student may be sent out of a lesson for unruly behaviour, and will be issued with a behavioural card. The Year Tutor will always inform parents if their child has been issued with a behavioural card.
- Students who have been suspended may not enter the premises except for already scheduled obligatory class tests. A student who has been suspended for any reason may only be re-admitted to school after the parents or guardians and the school leadership have discussed the situation.

8.6 Cancelled Lessons

- Lessons which are cancelled for any reason are announced on the TV display in the Auditorium area; students must check it regularly.
- If a teacher is not present at the start of a lesson, the class should wait quietly while the class representative goes to the school office to enquire. If the class representative or assistant class representative is not there, one of the other students should go to enquire.
- If a lesson has been cancelled, students may not remain in the classroom unsupervised; instead, they must go to the Auditorium. When lessons are cancelled students will be supervised either in their own classroom or in the Auditorium. Students must report to the teacher on duty and follow instructions. Students must not go elsewhere, e.g. to the library or to the computer room, without permission.
- Students are not allowed to leave school when lessons are cancelled, unless the instructions on the display specifically permit this.
- Students do not have free periods. Any lesson not used for teaching is designated a study period, and must be used sensibly and usefully for school purposes. During these lessons students are expected to be working in the library or DP study area.

8.7 Break Times

- Students may spend the break in the Auditorium, the Library or in the designated outside areas on the Campus. Students may not be inside the buildings, with the exception of the Owl Building (cafeteria) or the Rabbit area. Students may not leave the premises.
- At the end of the break students wait quietly for their teacher at the classroom door.

8.8 Lockers

- Each student can request a locker at the beginning of each school year. Lockers are intended for the safe and orderly storage of outdoor coats, school bags, books, PHE kit and valuable items during the daytime. Lockers must be kept in good condition, and should not be decorated with stickers or permanent-marking materials. The outside of the locker must not be marked in any way. Food should not be stored beyond its 'best by' date.
- Students must not swap lockers.
- The members of the ISE Leadership Team are permitted to open lockers.
- Many students carry school bags, which are much too heavy on their backs for the whole school day. This may cause permanent injury. Students are therefore encouraged to leave their bags in their lockers and carry the necessary books to their lesson, or, at the very least, to sort their bag out each day, and leave unnecessary items in their lockers.

8.9 Physical Education Lessons

- If a student is medically or otherwise unable to follow a PHE class, s/he must give the PE teacher a written note from the parents or the doctor stating the reason. Any prolonged illness or injury should be reported to the Head of Secondary.
- Students who cannot participate in a PHE lesson must sit on the sidelines throughout the lesson, unless the PHE teacher allows the student to sit elsewhere.
- Students must bring appropriate sports clothes to each lesson, such as shorts, T-shirt, jogging pants and jacket. Students must have both indoor and outdoor sports shoes.
- Valuable items should not be left in the changing rooms during PE lessons. The PHE teacher and the school cannot be held responsible for items, which are lost or stolen.

8.10 Code of Practice for Computer and Internet Use

The computer system is owned by the school and is made available to students to further their education. The school reserves the right to examine or delete any files that may be held on its computer system or to monitor any Internet sites visited.

Students are asked to agree to this ICT Code of Practice Devices before they are given access to the computer network when they join the school and at the beginning of each school year. It will be kept in the student's file.

1. The school computer system is owned by the school and is made available to students to further their education. The computers and the network can be used by students exclusively for school work and matters connected to school. This means that activities such as listening to music, watching videos, playing games, sending messages, chatting and accessing websites or your e-mail account are not allowed unless they are connected with school work.
2. Access of the school's computer network is only permitted via the student's own account and password. Personal passwords must not be disclosed. Using another person's account is not permitted. You are responsible for every activity performed in your account. Never reveal your personal details via the Internet, including name, address, and phone number or bank account details.
3. The school reserves the right to examine or delete any files that may be held on its computer system or to monitor any computer and Internet activity.
4. Students are not allowed to download, upload or install software. If certain software is needed for educational purposes e, ask the school's ICT coordinator if it can be installed.
5. All activities that threaten the integrity of the school ICT systems or attack or corrupt other systems are forbidden. These include: changing settings of computers, making changes to computer equipment, manipulating and deleting files other than yours, creating macros, hacking, cracking, and deliberate spreading of viruses. Never use the school's Internet access for personal financial gain, gambling, political purposes or advertising.
6. Do not use the network to access or spread inappropriate materials. Inappropriate materials include text and images which, portray, glorify, promote, sell or deal with pornography, violence, injury and violent death, hatred, racist or anti-democratic views, obscene language, criminal acts, gambling or illegal substances.
7. If students are personally insulted, abused, libelled or bullied on the Internet, this needs to be reported to a teacher. In many cases the school will be able to trace the sender. Please report



to the teacher if you encounter undesired material during any kind of communication on the Internet.

8. The copyright of materials found on the Internet must always be respected. Always remember to acknowledge the source of the Internet material you have cited or copied in your work.
9. Printers in the school must be used responsibly so as to not waste paper and ink.

A deliberate violation of any of these rules may lead to restricting the student's access to the school network, removing his/her account permanently or other disciplinary measures. His/her parents will be notified and a record will be kept in his/her school file.

8.11 Requests for Extra Leave of Absence

In accordance with the Dutch Compulsory Education Act, the school is subject to strict government guidelines for attendance.

In accordance with Dutch law, all requests for leave must be made in advance at least 8 weeks before the date of the requested leave using the Application for Leave form which can be downloaded from the school website "<http://www.isecampus.nl>" www.isecampus.nl.

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

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

I Extra leave because of exceptional circumstances

This concerns circumstances closely related to the student's personal life, such as deaths of next of kin, serious illness of parents, anniversaries in the immediate family, weddings of members of the immediate family,

II Extra leave for reason of holidays

Leave will not be granted for leave to take a family holiday or trip.

III Exemption for reasons of religious observances or duties

The school will follow the guidelines set out by Dutch law.

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

8.12 Anti-Bullying Policy

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

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

General Points

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

Action Plan Bullying including Peer to Peer Abuse

Every report of bullying should be taken seriously

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

Step 2: The situation will be brought to the YT, who will bring this to the YT meeting. Strategies will be discussed and determined. These include meetings and processes with the victim, the bully, the

followers, the silent bystanders and parents. The YT, members of the Student Team and/or the Student Team are involved.

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

Roles and Responsibilities

Subject Teachers:

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

Year Tutor:

- To monitor behaviours of all students in their class(es).
- To address the topic of bullying during YT lessons ; taught within YT curriculum
- When the YT is approached by a student, (s)he will have the initial meeting directly or as soon as possible. In this meeting he/she will aim to clarify the situation and ensure the reporter of the issue that measures will be taken and support is available.
- To bring bullying issues to the YT meetings. In an acute situation seek support from a member of the Student Team or the Student Support Team
- When necessary the YT will explicitly work with his/her group on bullying. The approach will include the role of the bully, the victim, the followers, and the silent bystanders.
To keep a log of all bullying situations, to be kept in the YT records.

Members of Student Team and/or Student Support Team

- Support the discussions and determining of strategies
- Support meetings with students, groups, parents and/or other members of staff
- Execute interventions (e.g. counselling) with individual students involved
- Keep records of interventions and their progress in the Care Department records
- Report back to the YT (meeting)

8.13 Prevention of Unwanted Sexual Advances

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

8.14 Guests and Visitors

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

Parents who regularly come into school should request a car sticker from the school office.

8.15 Evacuation Procedure

Each year the school holds several fire evacuations. Evacuation takes place on hearing the alarm signal. During year tutor lessons students are made aware of evacuation procedures. Each year several drills are held.

09 - General Information

9.1 Communication with Parents

Most communication between the school and parents is done by email. Regular information bulletins, monthly newsletters, letters as well as contact with your child's Year Tutor is done by email. Please make sure the school office has your email details.

9.2 Alumni Association

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

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

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

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

9.3 School Library-Media Centre

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

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

9.4 Boarding Students

The ISE is a day school and is unable to offer boarding facilities or assistance with boarding. In general, we expect all students to be living with their parents or with an official guardian

9.5 Residence Permits, Uittreksel and Burger service number (BSN)

It is assumed that students who apply for admission to the ISE are in the possession of a residence permit or are eligible to apply for one.

All students are now required to provide an uittreksel (certified copy) showing that they are registered with their local town hall. These are available on request from the city offices of the town where you are registered, on payment of a small fee. The uittreksel should not be more than 6 months old.

All students must now provide a copy of a letter from the tax office giving the child's Burger service number. This is available on request from your local tax office.

For more information on the Burgerservicenummer (BSN):

https://www.belastingdienst.nl/wps/wcm/connect/bldcontenten/belastingdienst/individuals/other_subjects/citizen_service_number/what_is_a_citizen_service_number_bsn/

9.6 Discussing Concerns

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

However, we do ask parents to observe the correct procedures. If it is a concern with a particular teacher, please request an appointment with that teacher, through the school office secondary@isecampus.nl. If it is a concern about your child's general progress, or a behaviour issue, please make an appointment with the Year Tutor. If this does not lead to a satisfactory outcome, please arrange to speak to a member of the Leadership Team.



We ask parents to discuss matters privately with a teacher, and not to walk into lessons or to approach teachers in the hallways in front of others. All appointments must be made via the school office.

9.7 Student Photographs in School Literature

Photographs of students will only be used with consent from parents and/or students in line with GDPR regulations.