



International School Haarlem
Passionate about learning

School Guide 2025-2026

International School Haarlem
Schreveliusstraat 27
2014XP Haarlem
BRIN 13KT01/01LZ01

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Dear Families,

Welcome to our learning community!

This School Guide is intended to inform our families about ISH; the education offered, operational procedures and conditions as well as important practical information such as staff composition, the holiday schedule, study days and school times.

We also refer you to our policy documents, Student Handbooks (MYP, CP and DP) that are updated every three years in line with our policy writing framework. The policies can be found on our website.

All parents are asked to read this guide annually because it is adapted each school year. The conditions described in this guide are applicable to all school events, both within school and those that take place elsewhere.

We value an excellent partnership between parents, students and school. Providing an optimal learning experience truly does require teamwork between parents, students, teachers and school management.

Should you have any questions or concerns relating to the education and/or the programme of care that is provided, please do not hesitate to contact the School Leadership.

We look forward to meeting you!

Kind regards on behalf of the entire staff,



Hannah Mansbridge
Head of School
Education



Mirjam van den Berg
Head of School
Admissions, Business and Compliance

Details

School Addresses:

Lower Primary

Group 1-2-3

Buitenrustlaan 9
2012 BL Haarlem

Upper Primary

Group 4-5-6-7

Schreveliusstraat 27
2014 XP Haarlem

Secondary

MYP, CP and DP

Junoplantsoen 58
2024 RS Haarlem

Telephone number: +31-(0)23-2200001

Option 1 Lower Primary

Option 2 Upper Primary

Option 3 Secondary

Email: administration@internationalschoolhaarlem.nl

Website: www.internationalschoolhaarlem.nl

Board's details Primary Department

TWijs (Chairman: Mr Jeroen Rijlaarsdam)

Garenkokerskade 19, 2013 AJ Haarlem

Postbus 2018, 2002 CA Haarlem

Phone nr.: +31-(0)23- 7078380

E-mail : info@twijs.nl

Internet: www.twijs.nl

Board's details Secondary Department

IRIS (Chairman: Mr Bart Oremus)

Koediefslaan 69, 2101 BT Heemstede

Postbus 41, 2100 AA Heemstede

Phone nr.: +31 (0)23-5483800

E-mail : info@iris-cvo.nl

Internet: Exewww.stichtingiris.nl

Our Mission and Vision

Our vision

At ISH our vision is to develop a community of caring, compassionate, honest, open-minded global citizens who enjoy learning in critical and creative ways. We strive to develop a positive sense of self and engage with our world on a local and global scale.



Our mission

At ISH we enable the fulfilment of our vision by

- providing dynamic, world-recognised teaching programmes with inquiry-based learning at the core
- encouraging all members of the school community to engage in matters of worldwide interest and take part in service activities that aim to make a difference in the local and global community or the physical world
- emphasising positive personal and learning values in daily life and learning (thoughtfulness and respect, principles and morality, communication and cooperation, resilience and adaptability)
- guiding students to reach their full potential as thinkers and lifelong learners by taking risks and reflecting on knowledge and experience
- facilitating an encouraging, positive environment in which students are equally supported and challenged to achieve
- welcoming and respecting all members of our school community

Curriculum

The school is proud of its learning environment where students are encouraged to realise their full potential and aim high. The school involves students in meaningful learning through internationally respected and recognised programmes. We focus on academic development in combination with opportunities to learn the skills to become active and engaged global citizens. Students develop their ability to view the world around them with empathy and responsibility. The school has a strong ethos of international mindedness and core values which encourage celebration of and respect for our 21st century world.

Children in the primary section of the school are aged 4-11 years and follow a British/ International Primary Curriculum delivered in class groups by a primary trained teacher. Specialist teachers also offer PE, music, Dutch and EAL.



ISH Primary became a Language Friendly School in 2025



Students in the secondary department are divided into age-appropriate form groups and are taught the International Baccalaureate Middle Years Programme (IB MYP), Career-related study programme (CP), Diploma Programme (IB DP) by subject specialist teachers. ISH is an authorised IB World School for the Middle Years Programme, the Career-related Programme, and the Diploma Programme.

IB World Schools share a common philosophy—a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision¹.



¹ Mission Statement from the IB

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

Our Context

ISH is a Dutch subsidised international school.

ISH is accountable for high standards to the inspectorate of the Dutch Ministry of Education.

In addition to this, the primary department is compliant with and evaluated against the International Primary Curriculum (IPC) standards and guidelines set out by the International Curriculum Association. The Secondary department is accountable to the IB (International Baccalaureate) and is also regularly evaluated against these standards and practices.

ISH is established by TWijs and IRIS, supported by the City Council in Haarlem. ISH is accountable to the combined TWijs and IRIS Board. TWijs and IRIS are two large school boards. TWijs has 34 primary schools in the Zuid-Kennemerland region. IRIS has 6 Secondary schools in the region. They oversee the quality of their schools and are responsible for the organisation and education offered.

Dutch International Schools

The International School Haarlem is a member of the Dutch International Schools group (DIS). These schools receive government funding and therefore operate within the framework of the Dutch educational system. They differ in this way from private international and foreign

education facilities. The Dutch International Schools possess several distinguishing qualities in comparison with these other institutions, such as an active international character and international curricula taught in English.



At Dutch International Schools we want to prepare all students for success in education and life in the world beyond. Therefore, these schools offer education of a high quality, that complies with international standards as well as the demands of the Dutch school inspection.

The Dutch International Schools use English to teach their international curricula and are affiliated with regular Dutch schools. The class sizes are maximised at 22 students per group.

Even though the government subsidy does not cover all costs, the Dutch International Schools can charge relatively low school fees in comparison with private international and foreign educational facilities.

All Dutch International Schools have the willingness and expertise to cope with students with a wide variety of cultures and native languages. Understanding and respect are important key aspects.

The schools work with an international teaching staff.

There is a dynamic admissions system; students may come and go during the entire school year.

School inspection and exams

At the request of the Ministry of Education, Culture and Science the Education Inspectorate periodically carries out an evaluation of the International Departments of Dutch International Primary and Secondary Schools in the Netherlands.

The Inspectorate of Education focus on safeguarding basic quality and promoting quality improvement. The Dutch inspectorate examines core skills (Dutch language, mathematics, and citizenship), social safety, and compliance with laws and regulations. Additionally, it looks at the school's ambitions and how these are translated into practice.

Grading is carried out on a scale of 1 to 4, where 1 is poor and 4 is good. Results of the evaluations are published on the internet: <http://www.owinsp.nl/>

ISH is accredited by the International Primary Curriculum in Primary and the International Baccalaureate in Secondary. These are external accrediting bodies and require regular evaluation visits to maintain accredited status.

The Organisation

ISH is based at three locations in Haarlem:

- Lower Primary (Groups 1-3) at Buitenrustlaan 9,
- Upper Primary (Groups 4-7) at Schreveliusstraat 27,
- Secondary (MYP, CP and DP) at Junoplantsoen 58

It is our vision to have one permanent location for the entire school in the Haarlem area as soon as possible. Our municipality, board and we participate in a working group with this aim.

Our Classes and Students

We have 14 Primary classes for the academic year 2025-2026, 2 per year group. In Group 1, a third group will be opened later in the academic year. Each class in the primary department is named after a tree chosen by the class teacher and native to the teacher's home country.

Our Secondary department consists of ten MYP classes, one CP class and four DP classes, two at each year level. Secondary classes are known by the year group of the child and the last name of the form tutor e.g **1D** (MYP 1 - Form Tutor Ms **Delbary**). In some cases, the letter may relate to the form tutor's first name e.g. **2K** (MYP 2 – Form Tutor Ms **Kelly Moutsokapa**).

Exact numbers of students in each class will be confirmed by the start of the school year and can change during the year because of new students enrolling or leaving. Every class is set at a maximum of 22 students. Exceptions are rare but may be decided upon by school management in a temporary state.

Both departments are organised in age-appropriate classes. Student placement is based on date of birth and in Secondary, consideration of previous educational level. Placement information can be found on our website. Only in exceptional circumstances will students be placed out of age. The placement of a child outside their chronological age group is only taken after the very careful consideration by parents, student support coordinators, if applicable MYP/CP/DP Coordinators and school leadership. Diagnostic testing requirements is explored if a child is to be placed in the year group above their chronological age placement. In the end, the school takes the decision. For more information, we refer you to our Admissions policy which can be found on the ISH website.

Our Admissions Policy can be found on our website at <https://www.internationalschoolhaarlem.nl/policies>

Class classification table

International School Haarlem	The Netherlands	USA & Canada	UK
Group 1	Group 1	Pre-School	Early Years
Group 2	Group 2	Kindergarten	Year 1
Group 3	Group 3	Grade 1	Year 2
Group 4	Group 4	Grade 2	Year 3
Group 5	Group 5	Grade 3	Year 4
Group 6	Group 6	Grade 4	Year 5
Group 7	Group 7	Grade 5	Year 6
MYP1	Group 8	Grade 6	Year 7
MYP2	1e klas onderbouw VO	Grade 7	Year 8
MYP3	2e klas onderbouw VO	Grade 8	Year 9
MYP4	3e klas onderbouw VO	Grade 9	Year 10
MYP5	4e klas bovenbouw VO	Grade 10	Year 11
DP/CP1	5e klas bovenbouw VO	Grade 11	Year 12
DP/CP2	6e klas bovenbouw VO	Grade 12	Year 13

Students may start in Group 1 the day following their fourth birthday. Students who turn four after 1 October will be placed in Group 1 for two years.

Our classes are constructed with the aim of creating an optimal learning balance. This is when each class has a good balance of ability levels, different learning needs, English language level and gender. As classes proceed to the next year level, our team will review the make-up of each class to ensure that we maintain this optimal learning environment.

It is possible that students in primary accelerate or need to repeat a year because of academic and/or social-emotional development. This is always based on observations and assessments by the school and may require

diagnostic testing which takes place outside of school. Accelerating or repeating of a group will always be discussed with the parents. The final decision will be made by school leadership taking into account what is best for the learning and development of the child involved. Acceleration requests by parents will not be reviewed without external diagnostic evidence.

The promotion policy for the secondary department forms part of our assessment policy and is available on our website.

Inclusion at ISH - Support Profile

Students with learning differences and support needs

In line with Dutch law (Wet Passend Onderwijs, Law on Suitable Education), our philosophy is to include students who require additional support, wherever possible within a regular classroom setting, sometimes with the use of additional interventions and/or a modified curriculum.

For each child, we aim to provide the most 'adequate education' possible. By this, we mean an educational provision that is tailored as closely as possible to the student's needs, both pedagogically and didactically (in terms of teaching and learning).

The school has documented what additional educational support it can provide. Even though the school is committed to making every possible effort to support and include every child, there may be situations where a child's educational and/or support needs exceed the school's expertise and/or facilities.

In addition, it may happen that a child is highly dependent on individual guidance and/or is no longer able to function within the group. In such cases, the school will begin discussions with you to explore a more suitable educational or care setting for your child.

In this paragraph, we outline how the school has organised its support system, who is involved, and with which partners we collaborate.

Admission to ISH is dependent upon the school's facilities and academic programme being deemed appropriate to the applicant's needs - and on the student's ability to benefit from the curriculum. As stated in our admissions policy, we are unable to accept students who:

- Have complex special educational and social and emotional needs
- Who need materials equipment and/or specialised help that cannot be offered in school or who have physical disabilities we cannot accommodate.
- Who require one-to-one support to access the curriculum.
- For students with or those who have previously received learning support, the following conditions will apply:
 - Reports and relevant testing details need to be supplied before admission*
 - Details of the child's difficulties/requirements need to be clarified and discussed with the Inclusion and Educational Team before admission*

Children in Primary may be invited in for an observation morning, where the inclusion team will assess whether we have the resources and facilities to accommodate the learning needs and/or social emotional needs of a child. If the inclusion team decide that the school is unable to meet the needs of the child, the inclusion team, Samenwerkingsverband, and possibly the CJG (Centrum voor Jeugd en Gezin) will support you in finding an alternative, more appropriate school environment.

Students in Secondary and their parents will be interviewed by either the Inclusion Manager, the Student Support Coordinator and the MYP, CP or DP Coordinator.

If a child with additional needs is admitted, they will be closely monitored for the first 6 weeks after joining. If within this period, we feel we cannot meet their academic, social/emotional or physical needs, we reserve the right to transfer them to a setting that we, the school, believe can better accommodate their needs. This may be within the Dutch system and with the support of the Samenwerkingsverband.

For information about the identification of students with learning differences and learning or examinations related accommodations, please refer to our [Primary](#) or [Secondary](#) inclusion policy on our website.

Language Acquisition - English as an Additional Language (EAL)

The International School Haarlem is a global society. We recognise that languages are central to every individual's identity and we celebrate this. We also recognize that children may start our school with little or no knowledge of the English language. Teachers are experienced at teaching and guiding these children through carefully planned activities and support.

In Primary, children will experience a variety of opportunities with both the class teacher and specialist EAL staff to help them to integrate and enjoy learning at our school. We aim to keep children in the classroom as much as possible, but some children benefit from separate EAL lessons. These are taught by the EAL teacher and are part of the school timetable. These lessons are provided for children from Group 2 onwards. Group 1 children do not attend separate EAL lessons, due to their younger age, and instead have their language needs met in the classroom.

For additional information on EAL in Primary, please refer to the Primary Inclusion Policy.

In Secondary, students who are not yet fully confident in academic English will be enrolled in English Language Acquisition, which is a language learning class that meets 2-3 times a week, similar to Spanish or French Language Acquisition. In this class they will focus on and be assessed on the four competencies – Reading, Listening, Speaking, Writing. Additionally, they will receive EAL support. In this class, students will receive help with navigating the language demands of their other subjects, such as Individuals & Societies or Sciences.

In Language Acquisition classes we work with *Phases*. A Phase 1 English Language Acquisition student is brand new to the language. As such, they may be waived from their Spanish or French Language Acquisition course until they have reached a Phase 2. Instead of Spanish or French they may have an additional two hours a week of support for their English development. When a student has reached Phase 5 (Proficient), they will transition into English Language & Literature.

For additional information on English Language Learners in Secondary, please refer to the Secondary Language Policy.

Partnership Suitable Education Zuid-Kennemerland

Under the Including Education Act (*Wet Passend Onderwijs*), which has been in force since August 2014, school boards have a duty of care: they are required to implement appropriate education and the Ministry of Education, Culture and Science provides them with the required resources. In order to provide suitable, customised education, ISH is liaised with the Dutch joint partnerships 'samenwerkingsverbanden' for primary and secondary education in region Zuid-Kennemerland. This is a partnership between all the primary schools and between all the secondary schools in the municipalities of Bloemendaal, Haarlem, Haarlemmerliede with Spaarnwoude, Heemstede and Zandvoort.

What does suitable education mean for this partnership?

"In our partnership, suitable education means that we offer every student an education that is appropriate to his or her educational needs and capabilities. Our ambition is to create such a varied range of teaching methods within regular primary education – and in special (primary) education if required – that every child can develop the best way possible." (Samenwerkingsverband Zuid-Kennemerland)

Please find information about the Dutch system for placing children in appendix 3.

Use of external experts

Sometimes the school or parents would like to have diagnostic assessments explored, for example to assess a pupil's learning capacities, strengths or challenges or whether a child has a SPLD (specific learning difficulty such as dyslexia). ISH values quality in education and as such, these assessments are carried out by psychologists who are members of the NIP (Dutch Institute for Psychologists) or the NVO (Association of Educationalists in the Netherlands).

That's why we only work with the following experts:

- Psychologists registered with the NIP
- Educationalist or remedial educationalist NVO
- Child and youth psychologists NIP
- Educationalist or remedial educationalist NVO
- Healthcare psychologists BIG.

We require registered bodies to carry out diagnostic assessments if parents choose to test independently. We will not relate with other professionals if they are not registered.

Professionals who are included in the Child and Youth Psychologist NIP register or the Educationalist or remedial educationalist NVO register are proven to have completed at least a postgraduate degree. Members of these registers are bound by a professional code. After proof of their continuous professional development, their registration can be extended every five years.

Please be referred to our [Admissions Policy](#), our [Primary inclusion Policy](#) and [our Secondary Inclusion Policy](#) on the website as well for further information regarding inclusion and the support ISH can offer to students

School fee 2025-2026

The school fee is discussed with the two school boards in April/May of each year and published per school year on our website. We stay in line with the regulations and bandwidth of the Dutch International School Association.

The school fee agreement must be signed by a parent and the (first instalment of the) fee must be received before the student starts school in order to guarantee placement.

The school fee or first instalment is due by 15th June each year.

Please refer to the School fee Agreement on our website for more details.

Moving to a Dutch school

Haarlem has two schools where children from outside the Netherlands can be immersed in the Dutch language, in order for them to transfer to a Dutch regular school within a year. These schools are called:

Internationale Taalklas (ITK) in Primary, for children as of 6 years old; younger children can go to a mainstream Dutch primary school

Internationale Schakelklas (ISK) in Secondary

Please note your child will not be able to join the ITK or ISK by law once they have been in The Netherlands for more than a year.

Once your child has joined ISH, the transfer to a Dutch school may not be easy due to language difficulties and continuity of learning. If you are considering staying in the Netherlands and wish for your child to follow Dutch education, please be advised private lessons to get their reading, spelling, and listening levels in Dutch to a sufficient level might be needed.

ISH cannot find a Dutch school for you but can be helpful sharing their experience. Please contact the admissions team if you consider applying to a Dutch school. The new school and ISH will be in contact to share relevant details about your child(ren).

Our Staff

Teachers at the International School Haarlem are fluent or native English speakers. They come from different parts of the world and are experienced in working in multi-lingual classes and/or international schools. Language teachers are native or fluent speakers of the language they teach.

Each primary class has a designated class teacher. In some cases the teaching responsibility is shared between two teachers, both working part-time. The class teacher will deliver the majority of the lessons and is responsible for the learning outcomes of the curriculum. Our teachers work collaboratively on the planning of the curriculum and ensure that all students are offered an equal learning experience.

Our primary staff also includes specialist teachers and assistants. Specialist teachers deliver Dutch Language and Culture (DLC), English as an additional Language (EAL), Physical Education (PE) and Music lessons. Additional learning support is provided by specialist teachers alongside teaching assistants. The class teacher, together with specialist teachers will monitor your child's individual progress over the academic year.

Our secondary staff are trained in their subject specialism as well as the IB curriculum. They teach across multiple year groups because each teacher works within their specialism. Teachers work collaboratively to plan learning opportunities for the students across the year groups. Some of the secondary staff are also Form Tutors. Form Tutors are responsible for the pastoral care and academic monitoring of one class. The students meet regularly in their Form Groups with their Form Tutor.

The secondary department also comprises a staff team of specialist support staff. This team includes student support coordinators, student support teachers, academic and pastoral counsellors and teaching and laboratory assistants. Teaching assistants are guided by subject teachers or the student support coordinator.

Teaching assistants are not necessarily assigned to specific groups or students; they work in classes or with individual or small groups of students in consultation with the teachers. They give educational, language or social-emotional support when needed to support the diverse learning environment.

Please see appendix 1 for a full staff list for the academic year 2025-2026.

Professional development

Learning is an on-going process for our students but also for our teachers. It is important that teachers continue to follow educational developments and always work on extending their expertise. Therefore, our teachers follow further training through learning walks, peer-to-coaching and collaborative planning meetings at school. They may do workshops in The Netherlands but also abroad or online. We organise professional development tailored to our own needs. Our Leader for Learning in Primary and Staff Development Coordinator in Secondary are responsible for overseeing the individual and group development of our teaching staff.

Days devoted to staff professional development are referred to as 'Teacher Study Days'. Students are free from school on these days. The scheduled teacher study days can be found on our website and in the ManageBac calendar.

Substitution and Cover for Staff Absence

If a teacher is ill or absent a substitute teacher will cover the lessons. A cover teacher from our staff team will lead the lessons following guidance from the absent teacher. If a substitute teacher is not available, we will arrange for other staff members to cover the class or the protocols outlined below may be followed.

In Primary

- In some cases, a class may be merged with a parallel class. We will endeavour to support this where possible by placing extra teaching assistants into the merged classes. This is only ever intended as a short-term solution.
- If the above is not possible, the children will be divided into other classes within their school site
- If the sickness period lasts longer, parallel groups can be merged so that a teacher can be released to replace.
- As a last resort, parents may be asked to keep their child at home. A group may stay at home for no more than 1 day per week. This needs to be planned in advance and agreed. In this case, schoolwork will be set for the students in Group 2 and above. This must be sufficient to enable the resolution of the cover problems. If parents do not have a childcare facility, the child may come to school and the school must be notified in advance.

In Secondary

- A cover teacher will be placed in class wherever possible. The cover teacher follows lesson guidance set in ManageBac by the absent teacher.
- In some cases, older students may be required to work independently, under more general supervision.
- In the exceptional case of severe staff shortage, students may be asked to home learn for a short period. Learning is available through ManageBac in this case and monitored by the school.

School hours

School Schedule

With the exception of holidays and every **Wednesday** when Primary and MYP classes are dismissed at lunchtime the below schedule is valid Monday - Friday.

Lower Primary (Groups 1-2-3)- Buitenrustlaan

08:05	School gates and school doors open
08:15	Registration and start of the lessons, parents leave school
10:30-10:45	Break time
11:45-12:45	Lunch time (30 mins inside eating, 30 mins outside play)
14:30	Class dismissed, end of the school day Dismissal time on <i>Wednesdays</i> 12:15

Upper Primary (Group 4-5-6-7)- Schreveliusstraat

08:15	School gates open
08.25	School doors open
08:30	Registration, parents leave school
10:30-10.45	Break time
11.45-12:45	Lunch time (30 mins inside eating, 30 mins outside play) *older groups may have a slightly shorter inside lunch period
14:45	Class dismissed, end of the school day Dismissal time on <i>Wednesdays</i> 12:30

Secondary (MYP 1-2-3-4-5 and DP/CP 1-2)- Junoplantsoen

08:40	School doors open
08:50	Registration- all students in and registered present
09:00	Start of Lesson 1
11:00-11.20	Break time
13:20 – 13.50	Lunch
15.50	MYP Classes dismissed, end of the school day. On some days, there will be after school clubs or student support between 15:50 and 16:50 Dismissal time on <i>Wednesdays</i> : - 13.20 MYP 1-5 - 14.20 some DP/CP
16:50	Last possible DP/CP Classes dismissed, end of the school day (students will have individual timetables, depending on their subject choices and may be dismissed earlier)

Arrival and Dismissal

Arrival

We require that all students arrive by 8.15 (Buitenrustlaan), 8.30 (Schreveliusstraat), and 8.50 (MYP, CP and DP) at the latest. This is for the benefit of all students; late arrivals disturb the classroom programme because our lessons start on time.

You are welcome to escort your primary child(ren) to the classroom. We ask you to leave the school building by 8.15 (Buitenrustlaan) and 8.30 (Schreveliusstraat). The lessons will start on these times. In case you would be late, please be advised only your child can access the building.

We kindly ask you to make an appointment in advance if you wish to have a longer conversation with a teacher. Our staff will always try to find a convenient time. ISH does not offer bus transport from home to school.

Op Stoom cannot offer an early start as of 07:30am at the Schreveliusstraat site at the moment. If enough parents would be interested, they might consider offering this again. These services are not included in the school fee and, if available, need to be paid by the parents. Please contact Op Stoom for more information - planning@opstoom.nl.

Dismissal

At the end of the school day, the primary students are accompanied to the designated pick-up point by their classroom teacher. We ask you to wait by the pick-up point for your child. Your child's class teacher will inform you of this location.

Secondary students leave school independently after dismissal from their last class.

Students leaving school during the day and after dismissal

Primary Department

When collecting your child we ask that you to be in contact with the teacher before you leave. For safety reasons teachers hand the primary students over only to their parents. Teachers will not hand the students over to other adults without being previously informed. If you have arranged that someone else is to pick up your child, please inform your child's teacher through ManageBac and preferably your child(ren) as well. If your plans change during the day, we accept a telephone call, giving us the full name and a description of the person to collect your child.

Parents will be asked through Open Apply for permission for their child(ren) to travel to and from school independently. This holds for both regular arrival and dismissal times and in special cases where the child needs to leave school early. Parents who have given permission in previous years are kindly requested to give permission each year.

If your child becomes ill during school hours you will be contacted to come and pick your child up from school. If your child hurts him/herself, first aid will be administered when required.

Each student's care, education, health, and security are provided for according to the school's educational program. Following dismissal, teachers are busy planning and preparing their classroom programme and attending school meetings. It is important that all students are picked up on time.

Secondary Department

MYP 1 students must be given parental permission to leave school without an adult during school hours. Parents will be asked for permission for their child(ren) to travel home independently in special cases where the child needs to leave school early unexpectedly. If an absence during the day can be foreseen, parents are kindly asked to put a note about travelling independently in ManageBac in advance.

Student Absenteeism & Late Arrival Protocol

It is vital that students are on time and regularly attend school. Absenteeism and late arrivals negatively impact student learning. The purpose of this protocol is to monitor absenteeism and late arrival to maintain that students are given optimal opportunity to learn.

Kindly note that if your child is unable to attend school or you are running late, please note the absence through ManageBac. If you have no access to the internet, you can call the school phone number to keep us informed between 8:00 and 9:00. It will be possible to leave a voicemail message. Please make sure to add the absence in ManageBac after your internet problems have been resolved. Our administration team will listen the voicemails frequently. It is very important that you keep us updated as we are legally required to record the reason for any absence.

As a Dutch International School we adhere to all truancy regulations set out by the 'Leerplichtwet' (compulsory education law). When a student is late or absent for an unexcused reason the following steps are actioned: We are obliged to keep record of unexcused absences or late arrivals in the national register DUO via our educational digital documentation systems Parnassys (Primary) or Magister (Secondary). Unexcused or unauthorised absence will be followed up by the Head of School Compliance and the compliance officer of the municipality of the city you live in.

As mentioned before, regularly coming late is undesirable but also unauthorised (without a valid reason). Your child will miss valuable educational time if it would be regularly late.

In *Primary*, the class teacher will ask parents first to come in on time when they note it happens several times in a row within three weeks. The Head of School Compliance will follow up with the parents when there would not be improvement and the compliance officer can be involved as well. Parents might be invited for a meeting. Of course we understand that being late can happen incidentally due to traffic problems for example.

Dutch *Secondary* schools are obliged to register the absence with DUO if a student has been absent without a valid reason for three days or for more than 16 hours within four weeks. The compliance officer can get in touch with the student and their parents directly. As of the age of 12, students themselves are also legally responsible for attending school.

In *Secondary*, the Form tutor will speak with the student first when a student has been absent or late without a reason. In case of structurally being late or absent, the parents will be contacted after the second time and students will have to be in early on one day in the week following to their absence. In case there would not be improvement, the pastoral team will contact the parents. At this time, the Head of School Compliance will also be notified. She may contact the parents and/or the municipal compliance officer.

Please see *Appendix 5*.

Teaching Time – Primary Department

Students in Groups 1-4 of the primary department must be offered a minimum of 880 hours of teaching per school year and in Groups 5-7 at least 940 hours per year. In 7 years, they should be offered 6580 hours. In our planning we have allocated more than 940 teaching hours per year for all Primary groups.

Teaching Time – Secondary Department

ISH meets both the requirements of the Dutch government and the International Baccalaureate regarding teaching time.

In DP, students will receive approximately 1300 clock hours of lesson time and 70 clock hours of form time during the two-year cycle. This is over the 1270 clock hours of lesson time required by IB. DP students attend 240 lesson clock hours for their Higher Level subjects, 150 for their Standard Level subjects and 100 for the Theory of Knowledge class. In CP, students will receive lessons across 2-3 DP subjects at Standard Level, core lessons in Reflective Project, Personal and Professional Skills, Language and Culture. In addition, they take 12 hours of BTEC classes per week.

Over the 5 years of MYP, the Dutch government requires that secondary students must be offered a minimum of 4700 curriculum hours. ISH allocates at least 1000 curriculum hours per year group, so at least 5000 hours over 5 years. Additionally, ISH offers After School Clubs (including Study/Homework Clubs), which may be counted as extra teaching hours. The IB also requires that MYP students must have 50 lesson hours per year in each of the subject groups (with 70 hours per subject group recommended in MYP4-5). At ISH we offer more than double the required lesson hours per subject group in each year (with the exception of Design, which is taught at 1.5 times the IB requirement). Combined Secondary hours need to be 5700.

Secondary students at ISH have 60-minute lessons. A school day for MYP consists of 6 lessons, with the exception of Wednesday, which has 4 lessons, for a total of 28 lesson hours a week. DP/CP students have individualised timetables depending on their subject choices and therefore have flexible start and end times. Some students may have a lesson during the 7th period on some days. To see the breakdown of how these lessons are distributed across the subject groups, see MYP, DP and CP Curriculum. Student timetables are available via ManageBac. Throughout the year, there may be slight changes in the timetables due to demands in course content or staffing but the time allocated to lessons and schedule of school hours will not change.

Attendance in Primary is registered during registration time at the start of the day.
Attendance in Secondary is taken at the start of each lesson hour.

Holidays academic year 2025-2026

The table below shows the planned holidays for the school year. All dates are reflected in the ManageBac calendar as well as on our website for future reference. All family holidays should be planned **within** the given holiday period.

	From	Up to and including
Start Academic Year 2025-2026	Wednesday 27 th August 2025 (study days staff on 25 th and 26 th August 2025)	
Autumn Holiday	Saturday 18 th October 2025	Sunday 26 th October 2025
Winter Holiday*	Friday <i>afternoon</i> 12 th December 2025	Sunday 4 th January 2026
Spring Holiday	Saturday 21 st February 2026	Sunday 1 st March 2026
Easter weekend	Friday 3 rd April 2026	Monday 6 th April 2026
May Holiday	Wednesday 22 nd April 2026	Tuesday 5 th May 2026
Ascension Day	Thursday 14 th May 2026	Friday 15 th May 2026
Pentecost	Sunday 24 th May 2026	Monday 25 th May 2026
Summer Holiday*	Friday <i>afternoon</i> 3 rd July 2026*	Sunday 16 th August 2026

* On these days, the school day ends at

- 11.45 in Lower Primary
- 12.00 in Upper Primary
- 12.15 in Secondary

The mornings of these days are school hours; **all students are expected to be in school**. Leave on these days can only be granted in exceptional circumstances and with submitting an official request.

Exams in the holiday

Some E-assessments in MYP5 and DP-exams will take place in the May holiday. Dates will have to be confirmed by the International Baccalaureate. Please take this into account when planning your holiday if your young person attends MYP5 or DP2.

- Dates MYP5 E-Assessments: 4th May 2026-15th May2026

- Dates DP2 Exams: 24th April 2025-20th May 2026

Teacher training days- all students are free (professional development for staff)

- Monday 25th August 2025
- Tuesday 26th August 2025
- Tuesday 14th October 2025
- Friday 13th March 2026
- Tuesday 26th May 2026
- Thursday 25th June 2026
- Friday 26th June 2026

Other important dates

Please be aware that all important dates are noted in the parent portal calendar via ManageBac.

After school care

Dutch primary schools must provide a possibility to have after school care for children age 4 to 12 who attend the primary department; students in MYP cannot be enrolled in a childcare organisation.

After school care is also organised by Op Stoom and takes place at Rutherfordstraat 4, 2014 KA Haarlem. Op Stoom's mobile phone number is 06-11062179. After dismissal, children will be brought to the Op Stoom location via mini van or by large electric carrier bike. Older children might cycle with one of Op Stoom's staff members. After school care ends ultimately on 6.30 pm. Parents pick their child(ren) up from location Rutherfordstraat themselves.

Op Stoom can provide you information regarding prices, availability and bookings. Please contact them directly in advance if you are interested in reserving spaces, by phone: 023 230 2004 or e-mail: planning@opstoom.nl. Please note there is a limited amount of available places.

The ISH is not responsible for the placement procedure or possibilities, whilst Op Stoom is a separate organisation.

There are also other childcare organisations in Haarlem. These childcare organisations are not officially linked to ISH.

General questions to Op Stoom (not related to prices or availability) can be asked via afterschoolclub@opstoom.nl.

The cluster manager Danny Luijbe can be reached via danny.luijbe@opstoom.nl

Our Primary Curriculum

Communication with Parents

At ISH, we value working in partnership with parents. We cultivate these partnerships by maintaining open and ongoing communication with families. We use ManageBac, Toddle and e-mail to facilitate communication between home and school.

We also organise Parent workshops throughout the school year during which we give information about the learning opportunities and methods of teaching in specific curriculum areas. Dates are published in our newsletters and in the ManageBac calendar. An important workshop to note is the 'Back to School' information session held in the first weeks of the school year.

ISH has an 'open-door' policy. Parents are encouraged to reach out to teachers and make appointments if they have curriculum questions, concerns or queries. This is in addition to the published school reports and parent-teacher-student meetings.

We have active communication with parents for compliance reasons, e.g. attendance, absence and reporting. Additionally, we highly value communication about learning and proactively facilitate this at ISH.

Learning is shared in the following ways

- Sharing of curriculum overviews every 6-8 weeks
- Seesaw Families highlighting class learning from the week
- Seesaw Class posts sharing a child's learning with their parents
- Parent Newsletters
- Exit Points celebrating learning from each unit.

Early Years (Group 1)

The Early Years Foundation Stage, abbreviated to EYFS, is a UK framework that sets out welfare and development goals for children aged five and under. It is the curriculum which is used in our Group 1 classes at ISH. Guidance from this framework informs the planning of exciting, motivating learning opportunities to further your child's development in the following areas:

Prime areas of Learning and Development

- o Personal, social and emotional development
- o Communication and language
- o Physical development

Specific areas of Learning and Development

- o Literacy
- o Mathematics
- o Understanding the world
- o Expressive Arts & Design

All seven areas of learning and development listed above are important and inter-connected.

We recognise that all children are special and unique. Teachers create rich learning environments that take into account the needs, interests and developmental stage of each child.

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

(Statutory Framework for the Early Years Foundation Stage 2012 p2)

At ISH, we aim to provide a balance between child-initiated play and teachable moments. Children experience learning in whole group and small group times which increase as they progress through the EYFS. There are specific times for a daily phonics session using 'Letters and Sounds', Mathematics, and Literacy- including shared reading and writing.

The EYFS curriculum is the precursor to the Primary Curriculum (Groups 2-7) at the International School Haarlem.

International Primary Curriculum

ISH uses the [International Primary Curriculum \(IPC\)](#) as a tool to guide learning in Department. The principle of the IPC is to focus on a combination of academic, international learning for children worldwide, combined with innovative and to learn.



the Primary personal and exciting ways

The IPC is designed to help children:

- learn the essential knowledge, skills and understanding of a broad range of curriculum subjects
- engage with their learning so that they remain committed to learning throughout their school careers and their lives
- develop the personal qualities they need to be good citizens and to respond to the changing contexts of their future lives
- develop a sense of their own nationality and culture at the same time as developing a profound respect for the nationalities and cultures of others.

An overview of the three areas of learning can be seen in this diagram:

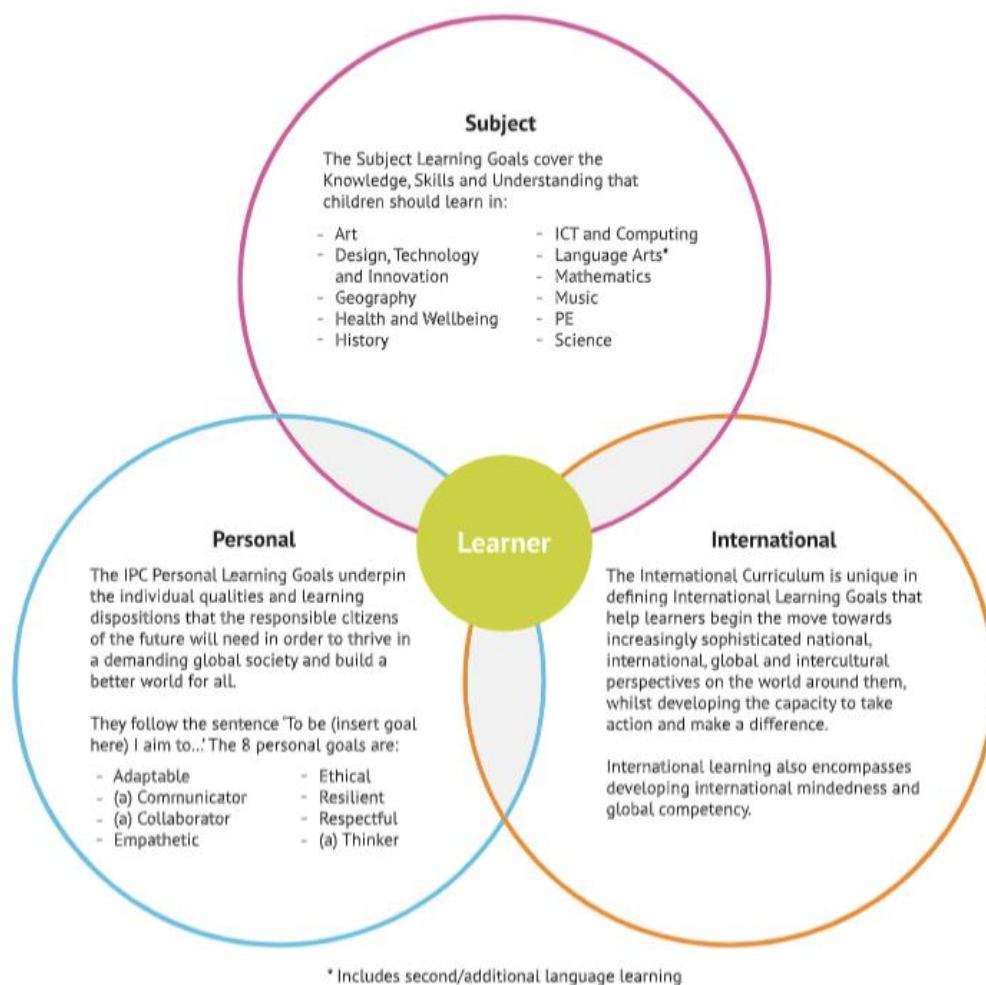


Figure 2: Subject, Personal and International Learning Goals

source: (Fieldwork Education-IPC Curriculum Guide 2020-2026)

Key learning goals are identified within the subject areas of:

- Art
- Geography
- History
- ICT and Computing
- Design, Technology and Innovation
- Music
- PE
- Science
- Health and Wellbeing

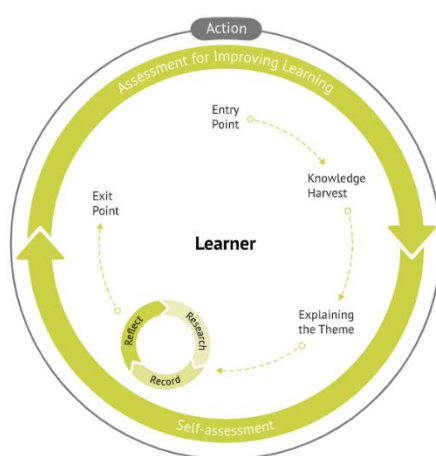
International mindedness and global competencies are equally important components of the programme.

Personal and emotional learning within the IPC is focused on the personal goals which we refer to as the ISH values. These link directly to the IB Learner Profile traits of the MYP and DP curriculum taught in our Secondary department. The personal goals are to aim to be...

- Adaptable

- (a) Communicator
- (a) Collaborator
- Empathetic
- Ethical
- Resilient
- Respectful
- (a) Thinker

Every thematic unit of learning within the IPC follows a process to facilitate learning. The Entry Point sparks interest and enthusiasm about the topic and the Knowledge Harvest allows children to share their prior knowledge and to share their interests around the theme. Subjects are taught within the unit in connection to the theme and are broken down into tasks which involve research, recording and reflecting components. Every unit of learning is consolidated and celebrated with an Exit Point. Throughout the unit, teachers and learners engage in ongoing assessment for improving learning which includes self-assessment practices. This process to facilitate learning can be seen in the diagram below:



Source: Fieldwork Education-IPC

Curriculum Guide 2020-2026

For more information see the Learning and Teaching Policy and the Assessment Policy.

Mathematics

At International School Haarlem maths is taught according to the Maths Mastery principles. This means that we break down the learning into small steps, helping the children make connections, uncovering the structure of mathematics and building fluency through exposing them to variation. This all allows children to develop their mathematical thinking skills and apply their knowledge to reasoning and problem solving questions.

Our curriculum is based on the National Curriculum for England.

The main aims of the mathematics curriculum are to ensure all pupils:

- *become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately*
- *reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language*
- *can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions*

(Statutory guidance- National Curriculum in England: mathematics programmes of study)

Teachers plan and teach a wide range of differentiated mathematics activities to deliver the aims of the curriculum. This gives children the opportunities to develop to their full potential in the subject. This includes children for whom English is an additional language (EAL), those who require learning support and those who are working at a higher ability level than their chronological age group.

English

The International School Haarlem places great value on the development of language. The ability to communicate in spoken and written word is key to unlocking a child's potential, both as a person and an academic. We use guidance provided in the framework for the teaching of English according to the National Curriculum for England. This covers the following areas of English:

- spoken language
- reading
- writing
- spelling, vocabulary, punctuation and grammar

Teachers plan a range of differentiated and exciting activities to cater for the needs of each child in their class. This includes children for whom English is an additional language (EAL), those who require learning support and those who are working at a higher ability level than their chronological age group.

Reading

We ask you to share or read a wide variety of books with your child as often as possible. Introducing children to literature or listening to children read is an essential aid to reading development. At ISH, we introduce children to reading through the Oxford Reading Tree scheme and Collins Big Cat readers, supplemented by material from other recognised reading schemes and 'real books'. The schemes provide a variety of reading levels and genres to engage children with learning to read or developing reading skills. Near the end of their primary school education most children will have moved away from the structured concept of a reading scheme and will read within a wide range of literature from their school environment.

In class, the teacher listens to children reading in a variety of ways – individually, through whole class activities, small group work and reading class novels. In the Early Years, children begin the formal reading scheme when the teacher identifies signs of reading readiness. In other year groups the teacher will listen to each child read as often as possible in order to assess their ability and areas for challenge or development. As the year progresses, children who are fluent in their reading will be listened to less often by their teacher but will be given time to read quietly and with focus and attention to text comprehension.

Phonics

The development of good phonics skills is crucial in enabling children to access texts and become able and confident readers and writers. At the International School Haarlem, we recognise the value of regular, focused teaching of phonics in helping these skills to develop. For this reason, we use the Letters and Sounds programme (UK) for directed phonics teaching and children take part in frequent phonics learning opportunities.

Language Acquisition - English as an Additional Language (EAL)

The International School Haarlem is a global society. We recognise that languages are central to every individual's identity and we celebrate this. We also recognise that children may start our school with little or no knowledge of

the English language. Teachers are experienced at teaching and guiding these children through carefully planned activities designed to develop confidence with early English acquisition. Children will experience a variety of opportunities, with both the class teacher and specialist EAL support staff to help them to integrate and enjoy learning at our school. Some children who enter our school with English as an additional language will attend EAL lessons. These are taught by the EAL teacher and are part of the school timetable.

The aims of EAL lessons are:

- To provide students with enough support and relevant material to develop their acquisition of academic English language skills including classroom language and vocabulary to aid in the development of listening, reading and speaking
- To provide support for class teachers by teaching students the basic academic vocabulary and grammatical structures of English with a focus on understanding
- To develop children's conceptual vocabulary in English so that they may more readily access the teaching in the classroom
- To give students opportunities to use and learn the new classroom language in meaningful contexts
- To give students the confidence and support needed to achieve their full potential in English

Entry Criteria for EAL

Group 2 and above

Students are eligible for English as an Additional Language Support if one or more of the following conditions apply:

- English is not one of languages spoken at home
- This is the first time a student is learning in English
- The student has received less than one year of his/her education in English

EAL students in Group 1 have the opportunity to access support and extra learning experiences in their classroom. These students do not attend an EAL lesson which is separate to their classroom as, due to their younger age, they can become inhibited when outside of their own class environment.

Language Acquisition - Dutch Language

We teach Dutch to those students who are able to access the curriculum because their level of English is sufficient.

The aims of Dutch lessons are:

- To learn the Dutch language in order for students to be able to use Dutch in social and formal situations.
- To learn about Dutch culture.

The teaching of Dutch is planned according to the level of Dutch demonstrated by the group in the language areas listed below

- Listening & understanding
- Speaking
- Reading (most advanced Dutch students start reading in lower primary, students who are new to Dutch will begin reading when their language level is assessed as ready for reading)
- Grammar and spelling (advanced Dutch)

There are two levels of Dutch in lower primary (beginners and advanced). Upper primary students work with three levels of Dutch (beginners, intermediate and advanced). In the beginners classes the emphasis is on understanding and using the Dutch language in day-to-day settings, e.g. (extension of) vocabulary, understanding, speaking and pronunciation. Intermediate Dutch develops conversational skills and has a focus on reading and using word recognition. Advanced Dutch students also focus on spelling, comprehension, writing and grammar.

The Dutch lesson hours

Beginners Dutch

<i>Group</i>	<i>Per week</i>
Early Years	30 mins (whole class)
Group 2	60 min
Group 3	60 min
Group 4	60 min
Group 5	60 min
Group 6	60 min
Group 7	60 min

Intermediate/advanced Dutch

<i>Group</i>	<i>Per week</i>
Early Years	30-60 mins (whole class)
Group 2	105 min advanced
Group 3	105 min advanced
Group 4	120 min advanced
Group 5	120 min intermediate / 120 min advanced
Group 6	120 min intermediate / 120 min advanced
Group 7	120 min intermediate / 120 min advanced

Languages - The Language of Instruction

English is the language of instruction for all students, both for those whose mother tongue is English and for others who participate in the English as an Additional Language (EAL) programme.

Our students communicate in many different languages at home. It is school policy to respect and encourage students to maintain and use their mother tongue. We aim to provide students with as many opportunities as possible to do this.

Personal, Social and Health Education (PSHE)

Aims of teaching PSHE

To provide children with the skills to recognise and notice their emotions, and develop healthy coping strategies to deal with these feelings and emotions. To reflect on the impact their actions and behaviour have on others.

Connect model

The Connect curriculum is based on the DNA-V model. This stands for four skills – Discoverer, Noticer, Advisor and Values. These are woven together by teaching children about the thoughts of themselves and their thoughts of others. The curriculum aims to teach the children how to develop a flexible mindset with these thoughts. Each lesson focuses on one of these skills.

Connect structure

Each half term has a theme. The 6 themes are based on psychological wellbeing research. These are the 6 ways to wellbeing.

- **Connecting with others** – this involves having healthy social relationships
- **Challenging oneself** – this involves continually trying to improve via learning
- **Giving to others** – this involves spending time and resources helping our fellow human beings
- **Exercising** – this involves engaging in physical activity
- **Embracing the moment** – this involves mindfully interacting with our thoughts and feelings
- **Self care** – this involves looking after oneself, such as through healthy eating and improved sleep quality

PSHE lessons also draw on the personal goals promoted by the IPC. These are known to the children as ISH values.

Opportunities to experience and practise these personal attributes are built into the learning tasks for each unit and celebrated in class and during our weekly Achievement Assembly.

Home-learning

At the International School Haarlem, our approach to home-learning in the primary years is designed to be as flexible as possible. We understand that some parents are keen to ensure their child takes part in structured home-learning activities while other families may have less time to dedicate to this. We are more

We adapt home learning to the needs of our EAL learners and understand that their needs differ from the rest of the class. For example, new to English learners may not receive home learning activities at first, as not to overwhelm them. EAL learners also have the opportunity to complete tasks in their home language.

Groups 2-3

Our priority is for children to read little and often at home with an adult or older sibling.

Remember that reading time can involve you reading to your child, reading with your child or listening to your child read aloud. Children must also experience opportunities when they are expected to read silently and with sustained concentration. After such reading times it is a good idea to encourage your child to summarise what they have read. Avoid the temptation to interrupt when your child makes an error. However, do intervene if the meaning is being lost. Give him/her the opportunity to self-correct errors and attempt new words. When a child comes across an unfamiliar word, he/she can read on to the end of the sentence to help put the word into context, or sound out the word.

To support maths development parents are given access to the online Programs Mathletics and Numbots and Times Tables Rockstars if they are ready.

Groups 4-5

Reading at home continues to be of vital importance. We ask that children spend 4 or 5 reading sessions of 15 minutes each week with a parent or carer. Children may also be introduced to Read Theory to develop comprehension skills and Ed Shed to practise spelling and phonics. The teacher may set tasks which reflect work carried out in IPC. Children may also practise number facts for mental maths readiness, through Numbots and /or TimesTables Rockstars.

Groups 6-7

Children are encouraged to maintain regular reading sessions, either with an adult or as a silent reading activity or a combination of both. Software package such as Spelling Shed, Ed Shed and Epic books may be used to revise and practise reading. Children may also practise maths through Mathletics and TTRockstars.

Children in Group 6 and 7 are generally set 3 home learning tasks. One task is an English task. For example, keeping a reading journal, reading a short text with comprehension questions or doing a writing exercise. Children are also given a math task to consolidate learning from the week. The third task is usually related to IPC or Connect. This may take the form of a discussion with your family or a recorded task. Students are also sometimes assigned projects to work on over longer periods. These are set at the discretion of the class teacher.

Home learning information, as well as highlights of your child's learning from the week are posted at the end of the week on our digital portfolio platform and messaging system Seesaw.

If you have further questions regarding home-learning, you should discuss these with your child's class teacher.

Progress feedback

Assessment

The class teacher undertakes continuous assessment of academic achievement. This is called *formative assessment*. Formative assessment is designed to aid the identification of next steps and, as such, is on-going. It is one tool used by teachers to plan effective learning experiences. Primary students are often unaware that these assessments are taking place as assessment opportunities are informal and embedded in lessons.

The achievements of children in Group 1 are assessed against the developmental framework identified in the Early Years Foundation Stage curriculum. Evidence of achievement is gathered by the class teacher and forms part of the Early Years Foundation Stage Profile for each child.

Students in Groups 2-7 take part in summative assessments. These are assessments which are designed to evaluate a student's progress. At ISH students are assessed against standardised tests which are used as a recognised means of determining the depth of knowledge, understanding and skills in English (reading comprehension and writing) and Maths. In this way, all children in each year group are assessed with the same method in age-appropriate form. These assessments help the class teacher to make sure that each child is making good levels of progress and also informs school data. These assessments are linked to the curriculum taught at ISH. They take place in September/October (entry point), February (mid-year review) and May/ June (exit point).

Assemblies

Assemblies are held each week in the primary department.

These provide a good opportunity to come together as a school. Themes relate to Social and Emotional Learning as well as global celebrations and matters of interest to our school, local and global community. The assemblies are run by members of staff on a rota basis or by guest speakers.

Primary Weekly Achievement Assembly: this assembly takes place at the end of the week and celebrates the children's personal or academic successes and achievements across the week.

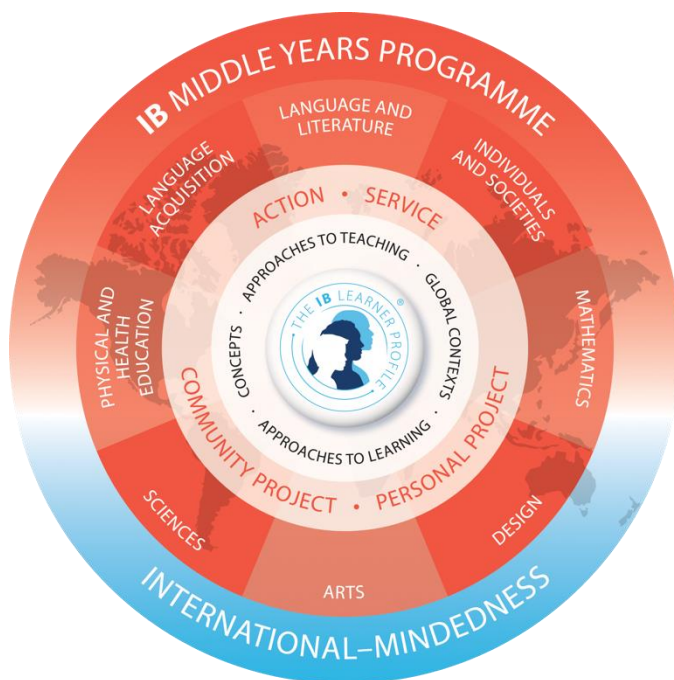
Our Secondary Curriculum

The International School Haarlem is an International Baccalaureate (IB) World School authorised to provide learning opportunities within the framework of the [IB Middle Years Programme \(MYP\)](#), the [IB Diploma Programme \(DP\)](#) and the [IB Career-related Programme \(CP\)](#).

The IB MYP is a world-renowned five-year programme for students aged approximately 11-16. The curriculum is high-quality, challenging and comprehensive, and enables students to understand and engage with their local and global community. It prepares students for the IB Diploma Programme (ages 16-18 years) as well as many other final year educational programmes.

The Middle Years Programme (MYP)

The Core of the MYP: IB Learner Profile, ATL, Service as Action



The above programme model shows how the IB MYP puts the student at the core of the programme. The MYP at ISH seeks to develop not only the students' knowledge in a wide range of subject areas, but also to help students develop:

1. positive character traits
2. metacognition skills such as understanding how one learns
3. a sense of connection to the local and global community through service and action.

The paragraphs below explain these three core elements of the MYP.

1. The positive character traits are embodied in the **IB Learner Profile**. We stimulate the IB Learner Profile through the awarding of “ISH points” when a student demonstrates one of the traits shown above. Achievement assemblies also feature the Learner Profile traits.
2. Students develop their understanding of how they learn through **Approaches to Learning (ATL)**. At ISH ATL is embedded in each class but is also offered as a stand-alone course where students develop their skills. Through our ATL course students develop collaboration, communication, organization, research, self-management, and thinking skills. We have chosen to integrate our ATL course with Social and Emotional Learning (SEL) to further set the ATL skills within a context. ISH has been commended by the IB for our ATL programme.
3. Finally, the core of the MYP involves the students engaging with the local and global community. Therefore, all teaching and learning is centred in a Global Context and focuses on conceptual understanding. These real-world settings and big ideas help students inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.

At ISH we also recognise that learning does not just take place in the classroom. Secondary students are expected to engage with their community on several levels. They are encouraged to take an active, positive, responsible role in helping their school, local or global community through our **Service as Action** programme. A Service coordinator helps guide students find or participate in opportunities both within school and beyond school.



The MYP Curriculum

The MYP provides a balanced curriculum where no one subject or subject group is more important than the other. Students engage with *all* subject groups each year.

At ISH all MYP students take the following subjects:

Subject Group	Subjects
Language & Literature (LL)	- English (based on language learner level) - Dutch (based on language learner level)
Language Acquisition (LA)	- English (based on language learner level) - Dutch (based on language learner level) - French <i>or</i> Spanish
Individuals & Societies (I&S)	Integrated I&S (History, Geography, Economics)
Sciences	Integrated Sciences (Biology, Chemistry, Physics)
Mathematics	- Mathematics (MYP1-3) - Mathematics Standard (MYP4-5 only) - Mathematics Extended (MYP4-5 only)
Arts	- Drama (MYP1-3; choice subject in MYP4) - Music (MYP1-3; choice subject in MYP4-5) - Visual Arts (MYP1-3; choice subject in MYP4-5)
Design	Integrated Digital and Product Design (MYP1-4; choice subject in MYP5)
Physical & Health Education (PHE)	Integrated Physical and Health Education

The exact curriculum for each of the subjects can always be seen by the entire school community on ManageBac. Parents can access what is being taught in a subject, what assessments have been planned, and what grades have been earned *in real time* on ManageBac. This portal is always accessible to students and parents.

Lesson hours in MYP

Lesson hours in the MYP are as follows:

English: 3x per week in all year groups

Dutch: 2x per week in MYP1-4; 3x per week in MYP5

Spanish or French: 2x per week in all year groups

I&S: 3x per week in all year groups

Science: 3x per week in all year groups

Mathematics

MYP1-3: 3x per week Mathematics

MYP4: 3x per week, choice of Standard or Extended Mathematics

MYP5: 4x per week, choice of Standard or Extended Mathematics

Arts

MYP1: 2x per week Visual Arts; 2x per week Performing Arts

MYP2-3: 2x per week Visual Arts; ½ year of 3x per week Drama and ½ year of 3x per week Music

MYP4: 3x per week of Visual Arts, Music, **or** Drama (choice)

MYP5: 3x per week Visual Arts, Music, or Design (choice)

Design

MYP1-4: 2x per week

MYP5: may be taken 3x a week instead of Visual Arts or Music

PHE

MYP1-4: 3x per week integrated practical and theoretical

MYP5: 2x per week integrated practical and theoretical

ATL/SEL (Approaches to Learning/Social and Emotional Learning)

MYP1: 2x per week SEL with form tutor, 1x per week ATL with ICT Coordinator

MYP2-5: 2x per week integrated ATL/SEL

Student timetables can be found on ManageBac.

Assessment and other policies in the MYP

Assessment in the MYP can take the form of formative assessment (including homework) and summative assessment. Students can expect to undertake a *reasonable* amount of work at home in the MYP. Our teachers strive to keep student workload balanced through the use of the ManageBac calendar. To aid in their transition from primary, students in MYP1 have a set homework schedule.

Information about Assessment, including promotion requirements, can be found in our Assessment Policy [on our school website](#). Parent workshops on assessment will take place throughout the year.

Other important policies for secondary students include the Academic Integrity Policy, Behaviour Code of Conduct, ICT Policy, Inclusion Policy, and Language Policy, all of which can be found on our website.

Additionally, students will be asked to sign both an Academic Integrity Contract and a Locker Contract.

eAssessment in MYP5

International School Haarlem is proud to offer its MYP5 students a chance to earn the official IB MYP Certificate, which is an external recognition of the great work they've done throughout their career in MYP and can be used as a leaving certificate for those who will not continue to the DP. It forms a part of students' official academic record.

There are three components to the IB MYP Certificate:

1. Completion of the school's Service as Action programme
2. Completion of the Personal Project
3. Completion of the eAssessment

Service as Action is done throughout a student's career at ISH. The Personal Project is begun in the spring of MYP4 and finished in the winter of MYP5. It is an independent project of the student's choosing, which they undertake under the supervision of the Personal Project Coordinator and a direct supervisor.

The MYP eAssessment consists of 6 exams and an ePortfolio:

1. Language & Literature (English and Dutch)
2. Language Acquisition (French, Spanish, Dutch)
3. Integrated Humanities (I&S)
4. Integrated Sciences
5. Mathematics (Standard, Extended)
6. Interdisciplinary
7. ePortfolio (Visual Arts, Music, Design)

To be eligible for the MYP Certificate, students must successfully complete all 7 components of the eAssessment, plus the Personal Project and Service as Action. In principle, all MYP5 students are enrolled in the MYP eAssessment with the goal of earning the MYP Certificate. In special cases (such as a student whose English is not yet strong enough to take English Language & Literature), students will be enrolled in the MYP eAssessment for course results only. This is also official documentation from the IB, indicates that the student did not complete *all* the components of an IB MYP education. All students must complete a Personal Project.

Each exam and portfolio in the MYP eAssessment, as well as the Personal Project, are graded out of 8. A grade of 5 can also be thought of as "5 points."

To earn the MYP Certificate students must have:

- No grade below 3
- A total of 28 points (from the 6 exams, 1 portfolio, and 1 Personal Project, each graded out of 8)

Students who take both English and Dutch Language & Literature are eligible for a Bilingual MYP Certificate. The highest score will count towards the student's points total.

The ePortfolio in the Arts takes place over a few months in the spring of MYP5. Exams occur in May. Results are published in August and students receive their Certificates in September.

Detailed presentations will be held for parents of MYP4 and MYP5 students.

Results of the eAssessment in MYP5

Year	# MYP Certificate candidates		# MYP candidates awarded the MYP Certificate	Incl. bilingual cert.	Pass rate (%)		Mean grade (out of 7)		Mean total points (out of 56)	
	World	ISH	ISH	ISH	World	ISH	World	ISH	World	ISH
2021	6918	11	11	3	83.3%	100%	4.80	5.0	38.2	39.5
2022	7249	18	15	3	81.6%	83.3%	4.74	4.81	37.8	36.3
2023	8440	40	32	5	77.7%	85%	4.73	5.29	37.7	41.3
2024	9210	36	33	4	78.4%	91.7%	4.7	4.87	37.5	39

2024 results do not yet include candidates who retook exams. We expect our final pass rate to go up. Results for the 2025 session (including retake candidates) released September 2025.

Subject	Worldwide 4-year average	ISH 4-year average
English Language & Literature	4.78	4.92
Dutch Language & Literature	4.87	4.73
English Language Acquisition Capable	5.14	5.17 (3-year average)
Dutch Language Acquisition Emergent	4.13	4.68
Dutch Language Acquisition Capable	4.72	5.78 (2-year average)
Dutch Language Acquisition Proficient	4.63	5.17 (2-year average)
French Language Acquisition Emergent	4.70	4.88
Spanish Language Acquisition Emergent	4.89	4.88
Spanish Language Acquisition Capable	5.23	5.75 (1-year average)
Integrated Humanities	5.02	5.09
Integrated Sciences	4.53	5.01
Mathematics Standard	4.33	3.56
Mathematics Extended	4.71	4.09
Visual Arts	4.86	5.22
Music	4.56	4.75 (2-year average)
Theatre	4.67	4.50 (1-year average)
Design	4.94	4.65 (3-year average)
Interdisciplinary	4.82	4.80
Personal Project	4.05	4.87

With the help of our school's academic counseling program, following MYP5 our students have continued their studies at:

- IB Diploma Programme (see below for more information about the DP at ISH)
- IB Career-Related Programme (see below for more information about the CP at ISH)
- British schools – A-Levels and BTEC
- Dutch schools – HAVO and VWO
- Tertiary education – MBO

The Diploma Programme (DP)

The Diploma Programme (DP) Curriculum

Students who have completed their middle school education in the International Baccalaureate (IB) Middle Year Programme (MYP) or other educational programmes may attend the IB Diploma Programme (DP). The DP is a two-year internationally-minded, rigorous, and academic programme for students aged 16 to 19, preparing them for university or college life. The DP culminates with the official IB examinations at the end of the two-year cycle.



The DP offers a broad range of subjects and learning experiences, balancing academic content and skills development. The programme model (see below) fosters holistic learning and consists of the following elements.



- **IB Learner Profile (LP).** Encouraging students to become active, compassionate, lifelong learners is the core purpose of IB education. This purpose is summarised in the LP. The LP consists of ten attributes and aims to develop learners who are:
 - Inquirers
 - Knowledgeable
 - Thinkers

- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective
- **Approaches to Teaching and Learning (ATTL).** These inquiry-based, conceptual teaching and learning methodologies align with the programme's philosophy and requirements. ATTL focus on student engagement with their learning (learning how to learn) and developing essential skills for further studies and adult life.
- **Creativity, Activity, Service (CAS).** CAS helps students develop their character and leadership traits by engaging non-subject-related activities and experiential learning. Creativity enables students to explore and extend ideas, leading to an actual outcome. Activity promotes physical effort and contributes to a balanced lifestyle. Service liaises students with local and global communities to address authentic needs. CAS involvement also helps students release academic pressure.
- **The theory of Knowledge (TOK).** TOK involves employing critical thinking and inquiry rather than learning about a specific subject. It emphasises the links between different knowledge bodies and creates awareness of different perceptions and multiple perspectives.
- **Extended Essay (EE).** EE is a 4000-word mini-thesis of independent research. DP students choose a topic linked to one or two of their subjects and conduct research under teacher supervision. EE is an authentic learning experience and prepares DP students for their university research and essays.
- **Subjects.** DP students must choose six subjects, three (or four) at Higher Level (HL) and three (or two) at Standard Level (SL). HL and SL subjects share the same core content, and HL subjects cover topics in more depth than SL subjects. DP subjects are chosen based on the student's academic strengths and interests, tertiary education entry requirements, and the advice ISH offers to students and families.

The DP at ISH

The DP curriculum at ISH has a wide range of subjects that meet our students' interests and needs. In line with our vision, we guide students to achieve to the best of their abilities and enjoy success in their DP subjects, EE, TOK and CAS.

All SL subjects are scheduled weekly for three periods with an additional period for HL subjects (four periods in total). Most of HL and SL subjects are combined in the same class for the SL periods. In addition to their six subjects, DP students attend weekly lessons in Form hour (one period), DP hour (one period) and Theory of Knowledge (two periods). DP students will approximately attend 25 lesson periods. DP students should also write an Extended Essay and fulfil the requirements of the Creativity, Activity and Service programme.

For the academic year 2025-2026, ISH offers the following subjects.

Subject Area	Group	Subjects
Studies in Language and Literature	1	- Dutch A Language and Literature SL / HL - English A Language and Literature SL / HL - French, Hebrew, Russian, Spanish A: School-Supported Self-Taught Literature SL
Language Acquisition	2	- Dutch B SL / HL - Dutch ab initio SL - French B SL - French ab initio SL - Spanish B SL - Spanish ab initio SL
Individuals and Societies	3	- Business Management SL / HL - Economics SL / HL - Geography SL / HL - History SL / HL - Psychology SL / HL
Sciences	4	- Biology SL / HL - Chemistry SL / HL - Environmental Systems and Societies SL / HL - Physics SL / HL
Mathematics	5	- Mathematics Analysis and Approaches SL / HL - Mathematics Applications and Interpretation SL
Arts	6	- Music SL / HL - Visual Arts SL / HL

Students have the following options for their DP subject package:

- One subject from each of the six subject groups.
- One subject from Groups 1-5 and one elective from Groups 1-5.

Students can opt for the bilingual diploma and choose two subjects from Group 1 instead of a subject from Group 2.

Students can also add to their DP package additional IB subjects in discussion with the DP Coordinator.

Student can change their DP subjects or levels until 30 September in DP 1. No subject or level changes are allowed after that date.

Pamoja Education is an IB-approved provider that offers online DP courses. These courses are timetabled like the physical courses at school.

ICT and learning environments in DP

DP students access their curriculum through ManageBac, an online educational system which integrates learning, assessment, and reporting modules in one platform. DP students will also use learning materials from other online providers such as Pamoja (online courses), Kognity (digital textbooks and assessment) and InThinking (learning activities).

DP Admission to ISH

ISH welcomes dedicated, resilient students who have completed their education in academically rigorous pre-DP programmes. For more information, please refer to the ISH Admission Policy.

DP Academic Integrity

Being principled and showing academic integrity are essential values of each member of the ISH community. IB also requires DP students to produce authentic work by using their ideas and appropriately acknowledging the work of others. At ISH, we educate DP students about actions that give students an unfair academic advantage. We also take disciplinary measures against academic misconduct and report incidents to IB. For more information about the school and IB positions regarding academic malpractice, please refer to the ISH Academic Integrity Policy.

DP Assessment and Promotion

ISH teachers assign formative and summative tasks to assess student learning and inform their teaching. Formative tasks assist students in identifying their strengths and focusing on improvement. Summative tasks produce evidence of student learning to be used in the school report cards and IB internally and externally examined tasks. Students, who successfully meet the assessment requirements of the first year, will be automatically promoted to the second year. At the end of the second year, IB awards diplomas to students who will meet all the IB assessment requirements. For more information about DP assessment and promotion, please refer to the ISH Assessment Policy.

Exam Results in DP

Year	# DP candidates		# DP candidates awarded the IB diploma		Pass rate (%)		Mean grade (out of 7)		Mean total points (out of 45)	
	World	ISH	World	ISH	World	ISH	World	ISH	World	ISH
2023	110,663	11	91,442	11	80.0	100.0	5.2	5.4	32.7	34.1
2024	116,447	14	96,726	11	80.5	78.6	5.2	4.7	32.7	29.1
2025	128,401	35	101,510	31	81.3	88.6	5.2	5.1	32.8	32.0

The Career-related Programme (CP)



The Career-related (CP) Curriculum

Students who have completed their middle school education in the International Baccalaureate (IB) Middle Year Programme (MYP) or other educational programmes may attend the IB Career-related Programme (CP). The CP is a two-year, internationally-minded high school programme for students aged 16 to 19, preparing them for further education, apprenticeships or employment. The CP culminates with the official IB examinations at the end of the two-year cycle.

The CP offers access to a broad education that balances knowledge with practical training to enhance students' future employability. The programme model (see below) fosters holistic learning and consists of the following elements.



- **IB Learner Profile (LP).** Encouraging students to become active, compassionate, lifelong learners is the core purpose of IB education. This purpose is summarised in the LP. The LP consists of ten attributes and aims to develop learners who are:
 - Inquirers
 - Knowledgeable
 - Thinkers

- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective
- **Approaches to Teaching and Learning (ATTL).** These inquiry-based, conceptual teaching and learning methodologies align with the programme's philosophy and requirements. ATTL focus on student engagement with their learning (learning how to learn) and developing essential skills for further studies and adult life.
- **Personal and Professional Skills (PPS).** PPS helps CP students develop skills to successfully navigate further education, the workplace and society. CP students will devote at least 90 hours in PPS.
- **Community engagement.** CE helps CP students develop their skills and leadership traits towards meeting needs in their local or global community. CP students engage in decision-making and problem-solving, taking initiative and showing responsibility for their actions.
- **Career-related study (CRS).** CRS provides real-world approaches to learning and prepares students for further education, apprenticeships or employment. CRS is a non-IB curriculum, but it satisfies the IB criteria in relation to accreditation, assessment and quality assurance. ISH uses the (Business and Technology Education Council) [BTEC International Level 3 Business](#) curriculum. This curriculum is for students who aspire to develop their business-sector knowledge and skills.
- **Reflective Project (RP).** During the RP, students choose, analyse, and evaluate ethical dilemmas related to their career-related study (CRS). At the end of this process, CP students produce an essay (with optional additional materials) demonstrating their thinking, research, and communication skills. CP students will devote at least 50 hours to the RP.
- **Language and culture studies (LCS).** CP students will extend their knowledge of the Dutch language. CP students will produce a language development portfolio. CP students will devote at least 100 hours to the LCS.
- **Subjects.** CP students must choose three DP subjects at Standard Level (SL). CP students may choose an art subject in Higher Level (HL). HL and SL subjects share the same core content, and HL subjects cover topics in more depth than SL subjects. DP subjects are chosen based on the student's academic strengths and interests, further education entry requirements, and the advice ISH offers to students and families.

The CP at ISH

The CP curriculum at ISH has a wide range of subjects that meet our students' interests and needs. In line with our vision, we guide students to achieve to the best of their abilities and enjoy success in their CP subjects, LCS, CRS, RP, PPS and CE.

All SL subjects are scheduled weekly for three periods with an additional period for HL subjects (four periods in total). Most of HL and SL subjects are combined in the same class for the SL periods. In addition to their three DP subjects, CP students attend weekly lessons in LCS (two periods), CRS (12 periods), Form hour (one period), CP hour (one period) and PPS (two periods). CP students will approximately attend 26 lesson periods. CP students should also write a RP essay and fulfil the requirements of the core programmes (LCS, CE and PPS)

For the academic year 2025-2026, ISH offers the following subjects.

Subject Area	Group	Subjects
Business and Technology Education Council	Career-related study	BTEC International Level 3 Business
Individuals and Societies	3	Geography SL
Sciences	4	Environmental Systems and Societies SL
Mathematics	5	Mathematics Applications and Interpretation SL
Arts	6	- Music SL / HL - Visual Arts SL / HL

Students have the following options for their CP subject package:

- All CP students must attend the Mathematics Applications and Interpretation SL and BTEC course.
- All CP students must follow language and culture studies in Dutch unless they are a near native in Dutch; they can in that case follow another language offered at ISH.
- CP students may choose either the Geography SL or Environmental Systems and Societies subject SL. (Or both if no art subject is taken)
- CP students may choose either the Music SL /HL or Visual Arts subject SL / HL.

Students can also add additional IB subjects to their CP package in discussion with the CP Coordinator.

ICT and learning environments in CP

CP students access their curriculum through ManageBac, an online educational system which integrates learning, assessment, and reporting modules in one platform. CP students will also use learning materials from other online providers such as Kognity (digital textbooks and assessment), InThinking (learning activities) and BTEC Pearson (CSR materials).

CP Admissions to ISH

ISH welcomes dedicated, resilient students who have completed their education in rigorous pre-CP programmes. For more information, please refer to the ISH Admission Policy.

CP Academic Integrity

Being principled and showing academic integrity are essential values of each member of the ISH community. IB also requires CP students to produce authentic work by using their ideas and appropriately acknowledging the work of others. At ISH, we educate CP students about actions that give students an unfair academic advantage. We also take disciplinary measures against academic misconduct and report incidents to IB. For more information about the school and IB positions regarding academic malpractice, please refer to the ISH Academic Integrity Policy.

CP Assessment and Promotion

ISH teachers assign formative and summative tasks to assess student learning and inform their teaching. Formative tasks assist students in identifying their strengths and focusing on improvement. Summative tasks produce

evidence of student learning to be used in the school report cards and IB internally and externally examined tasks. Students, who successfully meet the assessment requirements of the first year, will be automatically promoted to the second year. At the end of the second year, IB awards diplomas to students who will meet all the IB assessment requirements. For more information about CP assessment and promotion, please refer to the ISH Assessment Policy.

Technology in Secondary

ISH is a Bring Your Own Device (BYOD) school. All students must have a laptop that meets our ICT requirements as outlined below. ISH works with an external agency, The Rent Company, which provides laptops (rent or purchase), as well as technical support and maintenance for the laptops. The ICT team creates a revised BYOD plan for each school year, taking into account input from current students and teachers as well as IB requirements.

Education

The ICT team has worked hard to support students and staff in MYP, DP and CP with BYOD. We have seen the challenges students face when their device is less capable than their classmates'. In order to ensure everyone has equal access to learning systems and support, we would like all students to work with the same device. This enables our teachers to assist students in an equitable manner as well as allowing for the students to help each other. We have spoken to the current students and staff and have made thoughtful choices about how to support students with their laptops.

Choice and Ownership

We know that students take pride in owning and looking after their own device. We support the idea that if students bring their own device, they will feel a sense of ownership and responsibility for their laptop. We also recognize that choosing the platform (Windows or Mac) that works best for your young person is important. We offer the choice between a school-supported Windows device with up to three years of service or a MacBook which you provide and maintain yourself. Below you can read details of both options and make the choice that best fits your Secondary student.

Please find the up-to-date ICT requirements for the current school year on our website [here](#)

Additionally, the school makes use of school iPads and DigiBoards.

Please note that mobile phones are never allowed at school. Mobile phones must be off and in stored in lockers for the day. Smartwatches are allowed in airplane mode only.

Reporting

School reports

There are three periods during the school year when each primary child will receive a report.

Student results for secondary students can be seen *in real time* on ManageBac. This means that parents and students can always track a student's progress and do not need to receive a report to understand how their child is doing. Despite this ability to always follow the progress of a student, we publish three official reports for secondary. These reports are published through ManageBac.

Parent-teacher meetings

A parent-teacher meeting is arranged with the parents of every student to review school reports or discuss the progress. The parents of all new primary students are invited after the first weeks to discuss how the student has settled into his/her new school. Additional meetings can be arranged at any time of the year, at either the parent's or the teacher's request. Parents of secondary students are invited to meet with Form Tutors at the beginning of the year and subject teachers twice a year. If there are concerns which are raised by parents or teachers, there may be a need for additional meetings.

Form of reporting	Month in the school year
Primary parent-teacher initial meetings Secondary parent-Form Tutor introduction session –MYP/DP/CP	September / October
First Term Progress Report –Primary, MYP/DP/CP	December
Parent- student-teacher Meetings- MYP/DP/CP	January
Mid-year Progress report- Primary / Second Term Progress report (MYP/DP/CP)	February / March
Parent-teacher meetings- Primary	February
Parent-student-teacher meetings MYP/DP/CP	May
Final Written report –all	June / July
Final Primary parent –teacher meetings & student-led conferences	June/ July

Parents are always encouraged to seek contact with the class teacher / form tutor if there are any concerns at any times. Please do not wait for the scheduled parent meetings.

Behaviour Guidance

International School Haarlem (ISH) strives to create, maintain and sustain a positive, supportive and caring learning environment. At ISH we foster a school culture in which all members can learn, grow and thrive in a mutually respectful, supportive and caring community. It is our aim that everyone feels valued, safe and happy in our school. At ISH, we have a number of ways that expectations of behaviour are promoted. These are not concerned solely with sanctions but place an equal emphasis on strategies for promoting positive behaviour. We take a restorative approach to behaviour; giving our children and young people the opportunity to take responsibility for their actions while reflecting and learning.

Our ISH Code of Conduct promotes our vision by outlining responsibilities for all members of our community under the key terms '**Ready, Respectful, Safe**'.

*This outlines in our expectations and responsibilities in **Primary** below:*

Are you ready to learn?		
Students	Staff	Parents
To explore all aspects of learning with curiosity and resilience	To provide a challenging, inquiry-based learning environment	To support children in arriving to school on time with the necessary equipment/resources (e.g. PE kit, home learning)
To develop an inquiring mind, work to the best of their abilities and allow others to do the same	To promote a student's positive self-esteem and enjoyment of learning	To support children in their reading and home learning at home where required
To come to school on time and ready with all the things needed for the day	To treat each student as an individual and support and challenge them as appropriate, encouraging all students to fulfil their potential	Ensure that time is not taken from the school day unless for urgent or medical reasons

Are you treating others how you want to be treated? Respectful		
Students	Staff	Parents
To treat all members of our community with respect and call everyone by his/her own name	To treat all members of school community (children, families, staff, visitors) with respect, openness and an awareness of culture	To treat members of the community with respect, openness and an awareness of culture
To seek support from a staff member if faced with a problem	To listen to the children's wants and needs in the school, giving each child an equal voice.	To reiterate the behavioural expectations of the school and model the ISH values
To speak kindly to one another in person and online	To model and demonstrate the ISH values	To work as collaboratively as a team to problem solve with members of staff

Are you making the school a safe and happy place to be?		
Students	Staff	Parents
To take care of school property and the school environment	To use praise consistently to promote positive behaviour	To inform school of any difficulties or issues their child is facing in a constructive way. To work as a team in action and support.
To follow the guidance of school staff members	To use consequences fairly and consistently, and ensuring consequences are reasonable for the behaviour shown	To support the school's behavioural policy and expectations
Inform school staff of concerns you have for your own or others wellbeing	To create a safe and pleasant school and classroom environment	To support school staff in creating a safe and pleasant school and classroom environment

In **Secondary**, we have the following expectations:

Ready		
Students	Staff	Parents/ Guardians
Arrive at school and to lessons on time (see section below)	Start lessons in a punctual and purposeful way	Support students to arrive on time
Have all equipment ready and laptops charged	Prepare accessible resources/ equipment for use in class	Ensure that time is not taken from the school day unless for urgent or medical reasons
Complete homework or assessment deadlines as noted	Have well planned teaching programmes which promote creative and critical thinking	Provide a suitable environment for the completion of homework and study

Respectful		
Students	Staff	Parents/Guardians
Listen to teachers and each other fairly and respectfully, responding appropriately, with an open-minded approach	Treat all members of the community fairly and respectfully through active listening and an open- minded approach	Engage with members of our community with respect, openness, and an awareness of culture/cultural differences
Treat peers in the same way they wish to be treated according to the Student Handbook and the Code of Conduct. Respect personal boundaries of staff outside of school, both online and in person.	Address misconduct and report this in the proper way according to policy	Support school vision and policy
Handle school resources and equipment with due care and respect the property of others	Are explicit and clear in classroom expectations to ensure a safe learning environment	Raise concerns where necessary in a constructive way
Are respectful when interacting with members of the public and environment during school trips, ensuring school rules are followed whilst on trips	Provide clear expectations for appropriate respectful behaviour during school trips	Reiterate and model respectful behaviour whilst interacting the local community

Safe		
Students	Staff	Parents/ Guardians
Report feelings of unsafety: if you are made to feel unsafe by a member of the community, report this to a trusted adult as soon as possible (see Well-being policy/ antibullying)	Set clear classroom expectations which create a safe learning environment for all students	Inform school of any difficulties or issues their child is dealing with in a constructive way and work as a team in action and support
Are honest and caring towards others in the school community	Promote positive self-esteem and self-discipline with care and consistency	Support school in matters of care, academic guidance and behaviour
Comply with classroom / school expectations	Recognise that they are role models for safe behaviour	Attend information sessions and update themselves with school policy and practice.
Comply with expectations set out by the teacher on the school trip and remember that school rules apply on trips the same as in school	Set clear expectations for out of school environments Be well prepared for any potential risk including bringing a school phone, having a car on site, class lists and a stocked first aid kit Clear guidance for all members of staff regarding logistics and planning	Support the expectations of behaviour on trips, including collecting your young person from residential if necessary.

Please be aware of the following in the whole school

- No dangerous items or (toy) weapons are allowed (including water guns).
- No alcohol, performance enhancers or illegal drugs are allowed anywhere on school grounds. There is no smoking or vaping anywhere on school grounds. That includes during break and lunchtime and on school trips.
- No chewing gum or lollipops are allowed.
- Students may bring their mobile phone to school, but it needs to be off and in their bag (Primary)/locker (Secondary) for the entire school day, including break and lunchtime.

In addition in Secondary:

- MYP students may not leave the school site during the day, including break and lunch times. Leaving the school site is a privilege reserved for DP and CP students.
- If for some reason they need to call their family, they can ask staff at the front desk. No mobile devices are allowed during the school day. We have a "See it, Hear It, Lose It" policy.

- Students cannot take photos, videos or voice recordings anywhere in school, unless it is specifically for a class, and they do it with permission of their teacher using a school device. Apple Watches should be set to Airplane mode.

Please see our behaviour policy for further expectations of behaviours and details of rewards and sanctions. You can find the latest version of the policy on our website:

Absenteeism

Absenteeism

According to the Compulsory Education Act, every child should attend school from the day they turn four. And from the first day of the month following his or her fifth birthday, a child *must* attend to school. On that day, your child must be enrolled in school. If a full school week would be too much for your child, he/she can stay home for a maximum of five hours per week. The Heads of School Compliance should be informed timely in advance. The Heads of School are allowed to approve five extra hours absence per week as an exception. Please note these hours outside school are only meant to get extra rest at home; they are not meant to be spent for e.g. a trip to the zoo. At the age of six, the compliance rules are effective and the extra hours off per week are not allowed.

Reporting absences

It is important that parents always notify the school in case of incidental absence less than a day, e.g. for

- signing off sick (please submit an excusal daily)
- a visit to a doctor or dentist (we expect your child back in school afterwards)
- registration at the municipality
- an appointment with IND

The school must be notified. Please submit an attendance excusal via ManageBac on the first day of the child's absence **before 9.00am**. In case of an incidental absence, please mention a timeslot and the reason of the absence. Please make sure every absence will be submitted through ManageBac. If it would be technically impossible to use ManageBac, please send an email to administration@internationalschoolhaarlem.nl or make a phone call to school.

The school is required by law to record the reason for any student absence.

Applications for leave of absence

Continued absence from school is harmful to the progress and development of the student. School leadership is obliged by Dutch law to contact the educational compliance officer in the event of irregular absences from school, including continued lateness. This can result in parents having to pay a fine and/or an invitation for a meeting with the municipal educational compliance officers. As any other school, we are obliged to report any unauthorised absence to these officers.

Four-year-olds

Leave of absence will always be granted to four-year-old children, as they have not yet reached the age of compulsory schooling. Please however, follow the special Leave of Absence procedure by filling in the leave of absence form. Please see below.

Five-year-olds

Five-year-old children may be exempt from school for a maximum of five hours per week on a structural basis for a defined period when a fulltime school week is too much for your child. This will be decided by the class teacher, student support coordinator and the Heads of School as a team.

Absence

Leave for family visit/trips or other activities outside the school holidays need to be agreed upon by school leadership. The rules in The Netherlands are strict and in principle, all parents need to adhere to the holiday dates and the dates for study days. Only in exceptional circumstances and in case of obligations that arise from religion or personal philosophy, we are allowed to grant a request for leave.

Please note that we are *not* allowed to approve leave of absence requests because of a wish to extend a holiday or because travelling abroad on an earlier departure day will be less expensive or more convenient. Leave of absence is *never* granted in the first two weeks of a new school year. Requests for leave for exam students in MYP5 and DP/CP2 cannot be granted around and in exam times.

If you need to request a leave of absence for your child(ren) for one full school day, a leave of absence form must be filled in together with relevant supporting documents. This form can be found [here](#) on our website and sent to absencerequest@internationalschoolhaarlem.nl or handed in to the teacher/form tutor. Please send your request from 8 weeks in advance, if possible.

The school's compliance department will reply to you within 5 working days by returning a signed copy of the leave of absence form, indicating whether the leave has been approved or denied. In some cases, requests may need additional time as contact with the Compliance Officer of the municipality may be needed before an outcome can be determined.

The Head of School is allowed to decide on requests up to and including ten consecutive days. Requests for longer absences will always be forwarded to the educational compliance officer of the municipality of the city you live in.

Please be referred to appendix 5 in our school guide for more detailed information.

Leave due to extenuating circumstances

Extenuating circumstances are situations beyond the control of parents/guardians and/or the student. A request for this type of leave should be done via the Leave of Absence form. Please add supporting documents where possible.

Leave can be requested under the following circumstances

- The whole family is moving house: maximum 1 school day.
- Attending the wedding of a blood relative/in-law (to the 3rd degree)*
 - In the Netherlands: max. 2 school days
 - Abroad: Europe, max. 5 school days
 - Abroad: outside Europe: max. 10 school days
- Serious illness of a blood relative/in-law (to the 3rd degree) by which your immediate depart is necessary. There is no fixed maximum period for this. The absence will be discussed and judged retroactively.
- Decease of a blood relative/in-law
 - 1st degree, within NL – max. 4 school days 2nd degree, within NL – max. 2 school days
 - 3rd and 4th degree, within NL – max. 1 school day
 - 1st - 4th degree, abroad, within Europe – max. 5 school days
 - 1st - 4th degree, abroad, outside Europe – max. 10 school days

- Celebrating a silver, ruby or golden jubilee (work related) (25, 40, 50 years resp.)
- And 12.5, 25th, 40th, 50th or 60th wedding anniversary of parents/guardians or grandparents – max. 1 school day.

There is *no* right to (extra) leave for:

- Family visits/reunions abroad
- (Great) grandparents' birthdays;
- Meeting (great) grandparents for the first time or after a long period
- Time off school for a child because other children in the family are already, or are still, free
- Earlier start of sports or music clubs

****Explaining degrees of blood relation or in-law (from the child's point of view)***

- | | |
|-------------|---|
| 1st degree: | parent/guardian |
| 2nd degree: | sister or brother, grandparent |
| 3rd degree: | uncle or aunt (brother of sister of the parent/guardian), niece or nephew (a brother's/sister's child), great-grandparent |
| 4th degree: | cousin (parents' brother's/sister's child), great uncle/great aunt (siblings to a grandparent), great, great grandparent |

Moving

In case you would be moving and deregistering your child as student of ISH, we ask you to contact our Admissions Team via admissions@internationalschoolhaarlem.nl at least one month before the move.

Practical information

Please see appendix 2 for further primary details and appendix 3 for more specific secondary information

Use of cameras in school

For security reasons and for the privacy of students and our team, it is strictly forbidden to make video recordings or pictures on the school premises without the knowledge and the explicit permission of the teacher and leadership of the school.

It is possible that videos are made in school by staff members for observation purposes. The use of these recordings will be limited to internal school use only. If these pictures/videos are used outside the school, you will be informed accordingly.

Parents will be asked yearly if their child's picture may be used for publication on the school's website. Parents need to give a written approval/denial.

Computer usage

Children in our primary department are expected to use school computer equipment including hardware, software, network and internet services to enhance their learning responsibly and ethically. All students are monitored to ensure that they are working on school-related assignments and are within safe screen time limits.

In addition to the above, our secondary students follow the ISH ICT Policy. Students are required to bring a device that meets the above-stated requirements. All information about device usage in school is outlined in the policy. Students who violate the ISH ICT Policy will serve an afterschool detention. Serious infractions may result in parent and student interviews and strict disciplinary action. Students in Secondary rent a laptop from Rent Company or buy one that matches our laptop requirements.

Dress code (school attire)

Students in Dutch (International) Schools do not wear school uniforms.

It is expected that students will dress for school with appropriate consideration and respect for the differing cultures and beliefs within the school community. A learning community is similar to a formal workplace and clothing needs to be safe and allow for active movement. All students should dress appropriately for the weather, paying close attention to coats and shoes as well.

Please note that we have specific requirements for PHE Kits in our secondary school. Please see the MYP Student Handbook for this information.

Food from home: Snack and Lunch

At our school, all students have snack and lunch at school. These moments offer an important opportunity for our students to enjoy healthy food and develop their understanding of healthy eating.

As a school, we encourage our students to make healthy choices by encouraging parents to send their children with healthy snacks and lunches. This helps our students to know what good nutrition is and that it is vital to their needs. Good nutrition is important at school for focus and learning.

We do not offer a canteen facility at school. However, parents in primary can sign their child up for a paid warm lunch provided by an organisation called Tommy Tomato.

Please find more information via [Tommy Tomato Lower Primary](#) or [Tommy Tomato Upper Primary](#) and use translation software in your browser.

Library and learning resources

The library collection is available for individual and class borrowing.

Students in primary and secondary borrow books through a library system called Aura.

You will receive an updated letter from the library department each year which details library guidance and rules.

If you think you've lost a library or reading scheme book, please let us know as soon as possible. We understand that it can sometimes be hard to keep track of reading scheme and/or library books that you have borrowed from school. We also know from experience that books frequently turn up after a while! If you think you have lost a book, please e-mail administration@internationalschoolhaarlem.nl stating your child's full name and also include the title of the lost book if you know it.

Parking cars and bikes

Please use the parking spaces to park your car and abide by traffic safety laws. We all share the responsibility for keeping the traffic situation safe for every student and all other people.

Parking Lower Primary

Parking cars on the school area is **not** allowed for parents due to safety reasons. Only delivery vans, Op Stoom vehicles, staff member's bikes and cars can be parked there. Parents will need to park in the surrounding areas of the school. Parents are kindly asked to park their bikes at the designated spots inside the fences (carrier bikes opposite the small silver fence, bikes in the bikeracks) and not on the pavement. Thus the pavement will be kept clear for pedestrians. Cycling on the playground is not allowed.

Parking Upper Primary

Please note that at the Schreveliusstraat and in the neighbourhood you need to pay for parking. Please park your car at Emmaplein and **not** in Schreveliusstraat itself, to prevent dangerous traffic situations. To keep the traffic situation safe and prevent congestion, please do not stop in the middle of the street to let your child(ren) leave the car, as this will cause dangerous situations. Please note cars cannot be parked on areas designated for neighbours with disability.

Children can park their bikes in the racks on the playground. Parents can park their bike in the neighbourhood during drop off and pick up at Schreveliusstraat. Please make sure your bike won't hinder the pedestrians or neighbours and prevent it from falling onto a parked car.

Parking Secondary

Most of our students travel independently to school by bike or bus (line 2 from Haarlem Station). Parents who bring their young person by car can park for free in the streets surrounding the school. Please don't park your car on the pavement or the cycle path.

Use of private materials

Where students bring materials from home (additional school supplies/devices/toys etc.), the school cannot accept liability for loss or damage to these materials.

Lost property

Our school has a 'Lost Property' box, which is kept near the entrance of the school at all locations. You are able to check this box for any items that may belong to you or your child. At certain times, usually at the end of term, all the items will be displayed in a prominent place at school.

It is strongly encouraged to label your child's belongings with their name in primary.

No smoking, drugs nor alcohol

Our school has a strict 'No Smoking' policy throughout the school and playground at all times. This includes vaping. We also have a drugs and alcohol protocol.

Parent-School Communication

Communication

At ISH, we value working in partnership with parents. We cultivate these partnerships by maintaining open and ongoing communication with families. We use ManageBac, Toddle and e-mail to facilitate communication between home and school.

Your role as a parent at ISH requires frequent and active communication with your child's teacher or Form Tutor, and at times with other specialist or subject staff. Sometimes it may be difficult to know exactly who you should share information with or ask questions to. **In most cases, your first contact point will be your child's teacher/ Form Tutor.** If needed, she/he will direct you further.

How can we be in contact?

1. Telephone

If you wish to directly contact a teacher by telephone, the office or school management, please dial the main line. Contacting teachers will only be possible outside of regular school hours.

2. Parent Portals ManageBac (whole school) and Seesaw (only for Primary)

The Learning Management System *ManageBac* is used for school communication. You can access the school newsletter and other information sent from school via this online platform. Absences can be submitted through ManageBac. In MYP, CP and DP, ManageBac is a vital place to connect with our MYP, CP and DP curriculum.

You will receive information about registering in ManageBac after the admission process has been completed, a few weeks before your child starts at ISH. It is very important you are registered and keep your contact details up to date. Please inform us if you have problems that prevent you from receiving emails. If you wish to add more email addresses, you can add these yourself in your personal settings. Important dates for our school are published through ManageBac.

Parents of both primary and secondary students should notify us about a child's absence through ManageBac (and not by email to the class teacher) before the school day starts (ultimately by 9:00 am) and add a reason in the text field. This way, our administration colleagues have a correct overview of the absences.

If you would like to message about an incidental event, e.g. your child in Primary will be picked up by someone else or will go on a play date, please message the class teacher through Outlook. Please use individual teacher email addresses for sharing personal or sensitive information with the class teacher. Teacher emails follow the same format;
firstname.lastname@internationalschoolhaarlem.nl

Teachers in Primary use Toddle for communicating messages to their classes and/or their group of parents. Parents will receive login details after their child is enrolled.

3. Email

ManageBac	Absences (all students)
Outlook	Incidental events: your child in Primary will have a play date, your child will be picked up by someone else etc.
Outlook	Personal or sensitive information you would like to share with the Class Teacher or Form Tutor

We encourage our staff and parents to use email *only* for making an appointment as we value face-to-face communication to avoid misunderstanding. The email addresses of the teachers are first.name.last.name@internationalschoolhaarlem.nl
Class teacher and Form Tutor email addresses can be found in ManageBac.

4. News

A newsletter will be sent out usually in the last week of each month. In these newsletters we reflect on the different learning that is happening within our school. You will also be able to read about other current events. A curriculum overview is sent out regularly to parents in Primary to inform them of the learning that will be taking place. Outlines of secondary student learning may be found on the ManageBac platform. All secondary parents are encouraged to log into ManageBac.

5. Student learning

Students may sometimes bring home completed work. However, please be aware that most completed work and records of learning activities are kept at school to be placed in your child's portfolio or used in classroom learning displays. It is possible to view some of your child's work via our digital portfolio, Seesaw. Parents receive a weekly update which showcases work. You will be invited to join your child's Seesaw class through a family app in the first weeks of school.

6. Class parents

Each class in Primary and Secondary will have one or two class parents. These parents support the class teacher in planning field trips or special events for the class. It is possible that the class parents send out messages via the class WhatsApp group or ask the class teacher/ form tutor to do so via Toddle (primary) or ManageBac (secondary). Parents will be sent a QR code to voluntarily join the parents WhatsApp groups, organized by our Parent Committee.

In our communication with parents we find it important that:

- we communicate and talk with respect for each other
- the teacher is the first contact for parents
- if there are problems the parents try to solve these with the teacher first. If this doesn't work the teacher can ask school management to intervene.
- if a conversation between teacher and parent has not gone as planned, a new meeting can be scheduled with school management, teacher and parents.

Information for divorced parents

Our school is happy to inform you as parents about the performance and well-being of your child. Our starting point is that the interests of your child must be paramount and that this interest in general is best served if both parents are well aware of what is happening at school. We have a

protocol that explains how the school deals with the provision of information for divorced parents. The protocol pays attention to, amongst other things, what you can expect from the school, what is expected of you and what information you can count on receiving as separate parents. You can request this protocol from the school.

School and parent involvement

At ISH we are committed to inform parents about the daily routine at school.

On the first morning of the school year, we invite Primary parents and their child(ren) to come into the classroom together so they can share meeting the teacher and looking around. There is a gentle and flexible start to the school day.

On the same morning in Secondary, MYP Form Tutors meet their new classes in our central aula. Parents are welcome to come into school and drop students with their new Form Tutors if they wish. All students spend the first hour of the day in reorientation activities. MYP 1 students spend the first two hours with their new Form class and Form Tutor.

Both departments hold parent “Back to School” information sessions during one of the first school weeks. We schedule several information workshops during morning or afterschool sessions throughout the year. In these meetings, you will receive information from a staff member about different subjects across the primary and secondary curriculum. There is, of course, also the opportunity to ask questions

You will be informed via the newsletter or the ManageBac calendar of these important dates.

Importance of parental involvement

Our relationship with parents and guardians is based upon mutual trust and respect. We strive to create positive and fun learning experiences for your child(ren) and take responsibility for their education. To support this, we have an open-door policy and we will do our very best to keep you informed.

Participation Council (Medezeggenschapsraad or MR):

The Participation Council (MR) is made up of representatives of parents/guardians, staff and secondary students. The MR deals with a wide variety of subjects that are outlined in the official "Participation Council Regulations". It advises the Heads of School on various policy matters concerning the school. Suggestions concerning regulations and other appropriate matters may be brought to the notice of MR members.

The members of the MR for the primary department are:

representing staff: Amy Stottelaar, Janine Ric-Hansen

representing parents: Meenakshi Malik, Alexander Meyer

The members of the MR for the secondary department are:

representing staff: Drake Stoughton (chair), Erica Pellikaan

representing parents: Manon Blaxland

representing students: two students from MYP5 and DP/CP 1 (as yet to be determined)

The MR can be reached by email: mr@internationalschoolhaarlem.nl

Representative advisory body

The TWijs Joint Participation Council collective representative advisory body (*Gemeenschappelijke Medezeggenschapsraad*, GMR, in Dutch) is a collective representative advisory body for all the schools affiliated with the TWijs foundation. The GMR advises the school board and has the right to advise and consent to certain proposals and decisions by the board that concern all of the schools. Such matters concerning only one school are overseen by their own representative advisory body, the school council. The GMR only focuses on policies concerning all of the TWijs schools. A number of committees are attached to the GMR. They present the subjects for which the GMR is responsible, for example subjects for which the board requires the GMR's advice or approval.

The TWijs GMR is made up of 7 parents and 7 employees, so 14 members in total. They are affiliated with one of the TWijs schools because they are a parent or staff member there. However, in the GMR they represent the interest of all of the TWijs schools, not just the one they are affiliated with. Each GMR member is in direct contact with the MR of one or more schools. This ensures that GMR and MR are well aware of what is going on at all of the schools. The statute and the regulations for the GMR and the MR can be found on the TWijs website.

The IRIS Joint Participation Council (GMR) consists of delegates from the six affiliated IRIS schools. Each school appoints a staff member and a parent or pupil. The agenda of the GMR contains points that are important for the six schools under the same management, such as budget, personnel policy, secondary employment conditions, competence development of staff, adjustment of social status and ICT policy.

All GMR meetings are in Dutch.

Health and safety

Ensuring the health and safety of our students is our number one concern at all times.

We have an extensive Wellbeing and Safeguarding protocol and Safety Protocol that can be read online on our website or is available on request.

The following policies are a combined result of the requirements of Dutch law and recommendations from medical professionals.

Regardless of the contents of our policies and guidelines, the most important factor in reducing the spread of infectious disease in our school is that of parent responsibility.

Responsibility of care

When accompanying your child in school we ask that you take responsibility for their safety and those of others. During school hours the classroom teacher or specialist teacher is responsible for your child's care.

Health

Student Illness

Children who are ill are not to attend school until they are healthy again. This is a matter of mutual responsibility amongst all parents: remember that it is not just the school, but also other parents who expect you to keep your child at home if they are sick. Sick children also infect staff members, possibly leading to the whole class missing their teacher/s for an extended period; this is obviously something we aim to avoid.

School policies and guidelines

We process all national guidelines, e.g. from RIVM or GGD. If applicable, these are communicated to our whole community. We expect our community to comply with this policy, in the benefit of everyone's safety.

- If your child cannot attend school due to any health condition, we request that you inform the school what the condition is.
- If your child has a **high temperature** (above 38°C/100°F) at home on a school morning, please do not bring him/her to school that day. If this happens in school, we will call you to immediately collect your child, and we need your child to stay at home. Your child can only return to school after one complete day without any symptoms.
- If your child has **vomited** at home on a school morning, do not bring him/her to school that day. If this happens in school, we will call you to immediately collect your child. Your child can only return to school when they are without any symptoms.

- If your child has **diarrhoea** at home on a school morning, do not bring them to school that day. If this happens in school, we will call you to immediately collect your child. Your child can only return to school when they have had one complete day without any symptoms.
- If your child has **any discharge coming from an eye or an ear** at home on a school morning, take him/her to see a doctor. If this happens in school, we will call you to immediately collect your child, and we need your child to go see a doctor.
- If your child has **blood in their urine or bowel movement** at home on a school morning, please take him/her to see a doctor. If this happens in school, we will call you to immediately collect your child, and we need your child to go see a doctor.
- If your child has an **infectious disease** of a more serious nature (e.g. chickenpox, scarlet fever, pneumonia etc.), please inform the school and take your child to see a doctor.
- If your child is **still requiring antibiotics**, he/she can only attend school if your doctor permits him/her to do so. You will be asked to fill in a medication form if the antibiotics need to be taken under school hours or you will be asked to apply them yourself (depending on the situation, to the school to decide). Please see below.
- If your child has a **very runny nose or is coughing badly** we request that your child stays at home to recover in order to help us prevent the active spread of infection to other children/staff.
- If your child **appears unwell** (or 'not his/herself') we strongly recommend exclusion from school. If your child arrives at school and is clearly unwell we will not permit him/her to stay.
- If your child **becomes unwell** whilst at school, we will request that she/he is picked up as quickly as possible. This is a situation where we especially ask for your trust in the opinion of your child's teacher, who knows your child's general behaviour patterns in the school environment.
- Having **head lice** is not an illness but something uncomfortable children can have that needs treatment.

If a child has head lice, we require that parents treat the child's hair and *remove* the lice from the child's hair before they can attend school again. If there is a persistent outbreak of head lice, the school will organise regular checks. If head lice are found in your child's hair you will be informed by the school.

Parents of other students will also be informed that head lice have been found in the class and that they need to check their children regularly and at home.

Parents are responsible for checking and treating head lice.

If any of the above situations occur, it may mean that you will be called to come and collect your child as soon as possible. Of course, it is not always possible that a child's parent is able to make it to school immediately. We therefore need you to have other emergency arrangements for your child's care prepared. There must always be somebody available who can come and collect your child.

On the application form you are required to give us 'emergency contact' details of people we can call to collect your child if we are unable to contact you directly. Please make sure the school has these details.

Students requiring medication and/or medical treatments

When pupils experience pain in school, such as a headache, stomach-ache, earache or an insect bite, the first person they will speak to is usually their teacher. Such complaints can easily be remedied with simple care. Parents or carers might also instruct teachers to administer prescription medication to their children. If these types of medical procedures can be performed at school, it makes it easier for children to attend a regular school. However, it does carry certain risks. That is why the schools in our boards follow a Medicine Protocol. This medicine protocol provides schools with guidelines in the following three situations:

- the pupil gets ill at school;
- providing medication at the request of parents and
- medical procedures.

In accordance with the labour law, an individual staff member can refuse to perform a medical procedure he/she considers not to be in his/her capacity.

Please contact the teacher if your child needs medicines regularly or has specific medical conditions that need to be treated within school. A form will need to be requested and filled out and signed by the parent. The teacher will be in touch with you about the possibilities in your specific situation.

In most situations where a child has been absent and still needs medication, they are not yet ready to return to school. However, if it is the case that your child is ready to attend school but still requires medication, please make sure that you give the medication directly to the teacher. We will also ask you to fill in the medicine administration form mentioned above. Please make sure that medication is not left in your child's schoolbag but is in the possession of the class teacher.

Children with allergies

On the application form you are required to inform us of any allergies that your child has.

In Primary, please also directly inform your child's teacher of any allergies and possible complications that may occur if relevant. If there is medication for the allergy, please make sure that the instructions are written clearly in English and labelled with your child's name. Please ensure a medical care plan is filled out and given to the school.

In Secondary, school only needs to be informed via a medical care plan in case of severe allergies, e.g. when an epipen needs to be stored in school or school needs to be aware of severe reactions that require medical help. Usually, students are capable to manage their allergy by themselves.

Food

It is encouraged that all students bring a *healthy* snack/drink that will be consumed late morning and a lunch/drink. During lunch, in primary, we have supervisors in each classroom taking care of the students while they eat. Part of the lunch break is spent playing outside (weather permitting). In secondary students are supervised during lunch break by staff. Students may eat their lunch inside or outside.

School doctor/nurse - JGZ (Youth Health Care)

The JGZ aims to promote and protect the health of the inhabitants of Zuid-Kennemerland. It is important for you to know what the department for youth health care can mean for children and school.

Preventative Health Check ('Preventief Gezondheidsonderzoek') for Group 2, Group 7 and MYP 3

The JGZ will plan a Preventative Health Check for all children in group 2, group 7 and MYP3. The physical and social/emotional development of the child will be monitored. All children receive an invitation and parents can decide if they want their child to be screened.

The health checks are performed by youth nurses and will take place at school as far as possible. If concerns arise an extra check can be performed by a paediatrician with permission and attendance of a parent.

Vaccinations

We expect all students to have received common vaccinations. Please contact the JGZ if you have questions about vaccinations and consult school management if your child hasn't received vaccinations.

Consultations

Besides the Preventative Health Checks there is also the possibility for the school to consult, advise or question the paediatrician or nurse if there are concerns about a student. This will only occur with your permission. Eventually, it is possible that a check or consultation is scheduled with the paediatrician or social worker. This is valid for all students.

Availability of the Youth Health Department of the JGZ

You can contact the GGD on working days from 8.30 – 12.30 and 13.00 – 17.00 via 023 7891777 or per email via frontofficejgz@vrk.nl.

Safety

Accidents/Emergencies

Certain members of staff are trained in First Aid and able to handle most accidents that might happen during school. There is always a trained First Aid staff member in school. For minor incidents/accidents you will be verbally informed. Significant accidents automatically result in an 'Accident Report Form' being completed by staff and monitored by school leadership.

In the case of an extreme injury or accident, an ambulance will be called immediately, or staff will drive a child to the hospital if possible. In the case of the ambulance service being deployed, they will determine which hospital will be visited.

Should such an incident occur, every effort will be made to inform the child's parents immediately after appropriate action has been taken to ensure the child's safety and comfort. If we cannot reach you, we will contact the child's 'emergency contact' as listed in the contact details in ManageBac.

Entrance Doors

Please ensure that the school doors are securely closed when entering or leaving the building. The doors or gate (Schreveliusstraat) to the Primary buildings remain closed during the school day. They can be opened from the inside in case of an emergency. Should you need to enter, please ring the doorbell at the main entrance. Please check in with our administration team at the front desk when you enter the building. In our Secondary building, the front door is open; there is always a staff member at the reception.

Emergency procedures

The ISH maintains comprehensive safety and emergency procedures. These procedures are practised regularly to enable staff and students to respond quickly in the event of an actual emergency.

Students' insurance

School accident insurance

TWijs/IRIS schools are insured in case of any school accidents. This means pupils are covered during school hours and on their way to and from school against the financial consequences of an accident. This also covers participants and supervisors during school trips or sports tournaments organised by the school. The insurer decides whether to make a payment. Policy conditions must be met to be covered. There is a cap on the amount the insurer will reimburse.

Medical and dental costs are only covered if the parents'/caregivers' own health insurance does not or does not fully cover the costs (perhaps due to their excess fee) and these are also capped.

If you have any questions regarding our insurance, please contact the school management.

General liability

Generally, the school is not liable for any of the pupils' actions. For damage caused by pupils themselves, the legislator does not hold the school responsible, but - depending on the age - either the pupil themselves or the parents/legal representatives. For example: two children are playing and they rip a jacket. The school is not always able to prevent such events and is not liable for the damage or injuries inflicted by children on one another.

We therefore recommend that you follow the normal procedure in The Netherlands and have a personal liability insurance, if you have not already done so. This is called *Wettelijke Aansprakelijkheidsverzekering* in Dutch.

The insurance of all TWijs/IRIS schools covers general liability. This covers incidents where a pupil may suffer damage due to imputable act by the school.

The insurer will determine whether the school must accept liability and the amount they should cover; this is not done by the school itself.

Students' Personal Belongings

The school is not responsible nor liable for any loss of or damage to pupils' property and this is therefore not covered by the school's liability insurance. This is explicitly covered by law, to prevent any arguments over liability. People are responsible for their own possessions, in this case the pupils or their parents.

This does not detract from the fact that it can be very frustrating when personal items are lost or damaged, especially because this occurs often in schools. We also understand that replacing personal items can be costly for parents and/or legal guardians. It is possible to get an extra insurance, for example through Verus. Please see www.leerlingenverzekering.nl.

Child abuse and domestic violence

Our staff, and that of other schools in the Zuid-Kennemerland partnership, adhere to the *domestic violence and child abuse reporting code*. This reporting code describes the steps a school must take to identify and respond to (suspected) domestic violence and child abuse. Its aim is for there to be a quick and appropriate response, so that fewer children are confronted with violence and abuse. The Head of School has a copy of this code in Dutch available for inspection.

Register of at-risk youth

If child abuse is suspected, the school will take the steps described in the *reporting code for domestic violence and child abuse*. But they can also register a child (0 to 23 years of age) in the *Verwijsindex risicojongeren (VIR)*, a register of at-risk youth. This is a digital tool for teachers, counsellors and other childcare professionals. The aim of the VIR is that these professionals can collaborate when several of them report the same child being at risk in their development. That way, they can work together on an appropriate approach to the child's issues and their family. The VIR is included in the amendment to the Youth Care Act and so all professionals working with youth are lawfully required to use it.

Obligation to report sexual harassment and violence

School management, school contact persons and any counsellors will handle complaints from parents/pupils with the utmost care. If the boards receive a complaint from a parent or pupil about a situation in which there may be (suspected) any form of sexual misconduct or offence, the boards are obliged to report this to the police or the justice system. Without that, prosecution is not possible.

If a staff member suspects or knows that an employee of the school has committed a sexual crime, they are obliged to report this to school management or the board. If a staff member suspects or knows that an employee of the school has committed a sexual crime, they are obliged to report this to school management or the board.

These duties to report come into effect when a staff member commits a sexual crime. The term 'staff member' covers all staff and any person who performs tasks for the school, including trainees, cleaning staff, temporary workers and volunteers.

The duty to report applies to all staff members. The school's contact persons/ safeguarding team and counsellors who in their professional capacities might receive information about alleged sexual offences, are also obliged to inform the authorities immediately. School safeguarding team members/ counsellors cannot cite confidentiality in these cases.

The safeguarding team at ISH are:

Janine Ric-Hansen – Student support coordinator (Primary)

Clare Peterkin – Inclusion Manager (Secondary)

Hannah Mansbridge – Head of School

Mirjam van den Berg – Head of School

It is important that parent(s)/guardian(s), students and teachers know that the care and safety of the children and teaching staff are considered essential within our school. We have a Wellbeing and Safeguarding Protocol.

Janine Ric-Hansen (Primary) and Clare Peterkin (Secondary) as member of the pastoral team are contact persons for social-emotional concerns of the International School Haarlem.

The contact person is expected to find and indicate a correct way of solving any complaint in a confidential manner.

Protection of privacy, GDPR

In order to fulfil our role as school, we need the personal information of our students and their parents/guardians. Of course we treat this data with the utmost care. For example, we ensure that the appropriate security is in place. Only a small number of people have access to this data.

We only process the personal data

- that is required to comply with our legal obligations, such as the financing of education;
- when it is legitimately required, for example when using digital learning resources, data exchange with educational publishers who supply our academic data tracking programmes;
- when it is needed to perform our public duty, for example for admission into special education and for the progression service for education (exchange of details between two schools, OSO in Dutch);
- when we fulfil the education agreement, for example collecting parental contribution;
- to protect vital interests, for example recording a child's (severe) allergies.

If we need to process data that does not fall under these requirements, we request your permission. We do this, for example, when we want to use footage. You can withdraw your consent at any time. You also have the right to view the personal data we process, to have it amended, to object to it, to have it deleted and to request that the data processing be stopped. You can submit a request to do the last to the data protection officer of TWijs: fg@twijs.nl
For IRIS, the data protection officer works at an organisation called ICT Recht, based in Amsterdam. HE can be reached via scholen@ictrecht.nl.

We only share personal data with third parties when this is absolutely necessary. In order to ensure that these parties, for example the Ministry of Education, or the providers of digital learning materials, treat the data with the same care that we do, we ensure they sign a *processing agreement*.

More information about the processing of personal data by TWijs can be found in the privacy statement on the TWijs website in Dutch. There is also a protocol for social media available. The IRIS website also mentions their privacy statement.

Occasionally, a student moves from our primary department to a Dutch secondary school within the Zuid-Kennemerland region. The following relevant (educational) data will be transferred:

- Details about ISH
- Details about the student (name, address, date of birth) and their parents
- ISH's advice
- Data about the school career

- If applicable, report about social and emotional details (related to school tasks and working attitude)
- Absences
- Results

Parents are allowed to see these details but cannot change them; they are allowed to add their point of view.

Complaints procedure

Should you wish to make a complaint about your child's schooling, or if things are not handled to your satisfaction, then it is best to first discuss this with those involved. When any conversation held does not meet with your expectations, then you can make an appointment to meet with one or both Heads of School. Those involved in the situation will be invited to attend the meeting.

Should you have a more general question or complaint concerning the teaching or organisation at this school you can contact the Heads of School. We will inform you about complaint procedures and can bring you in contact with the contact persons/counsellors ('vertrouwenspersonen') of the school boards.

Should this prove insufficient in settling matters, you may contact the complaints commission of the school boards. Please find more information about the procedure in appendix 6.

Sponsorship

Sponsors give us extra financial scope for the education we provide as well as a variety of other activities. Our school is therefore definitely in favour of sponsors. However, our sponsors must be compatible with the school's pedagogical and educational objectives and values. Therefore we approach sponsorships in a careful, transparent manner. TWijs and IRIS schools adhere to the sponsor agreement of 2020 between educators and the Ministry of Education, Culture and Science. This covers the following principles, among others:

- any collaboration with sponsors should not harm the development of children;
- the curriculum may not be influenced by it;
- the school's ability to deliver its core activities may not become dependent on sponsorship;
- and all those involved in the school must approach sponsorship with consideration.

Any sponsorship contribution greater than € 2500 must be reported to the boards.

Some of the main points of the policy:

- Sponsorship should not jeopardise the objectivity, credibility, reliability and independence of education and the school.
- Sponsorship must be compatible with the statutory foundation of the foundation, as well as the general objectives of the school and education
- The school must not be dependent on a sponsor
- Sponsorship must encourage a healthy lifestyle
- The primary education process must not be dependent on sponsorship
- No advertising may be used in teaching materials and teaching materials, even implicitly.
- Our school must submit an agreement of sponsorship to the entire MR. The MR has right of consent.
- The school is accountable for all funds obtained through sponsoring in the foundation's annual accounts.

Appendix 1-Staffing 2025-2026

Staff List ISH 2025-2026

Heads of School

Head of School- Education	Hannah Mansbridge
Head of School- Admissions, Business, Compliance	Mirjam van den Berg

Primary Department

Leadership

Senior Leadership	
Leader for Learning & IPC	Jana Summers
Middle Leadership	
EAL (Inclusion)	Kate Inman
English	Ami Cormack
EYFS	Katie Healy
ICT	Diane Barghouthy
IPC	Jana Summers
Maths	Ruby van der Meulen
Pastoral Lead	Brendon Stephen
Student Support (Inclusion)	Janine Ric-Hansen

Group 1

Juniper Class Teacher	Katie Healy & Liz Krajbich
Olive Class Teacher	Alex Vlahou
Group 1 Teacher	Liz Krajbich
Group 1 Learning Support Assistant	Syleste Molyneaux

Group 2

Elderflower Class Teacher	Fernanda König
Willow Class Teacher	Angela Rocca
Group 2 Teacher	Annelies Derkinderen
Learning Support Assistant	Emma Nel

Group 3

Lemon Tree Class Teacher	Chrysa Kantere
Birch Class Teacher	Ami Cormack & Jeanne-Marie Liebenberg
Group 3 Teacher	Jeanne-Marie Liebenberg
Learning Support Assistant	Emma Nel

Specialists teachers, Inclusion Staff and Administration staff- Lower Primary

Inclusion, EAL and Pastoral	Janine Ric-Hansen Kate Inman Brendon Stephen Jeanne-Marie Liebenberg Emma Nel Kristi Suter Annelies Derkinderen
Music	Kristi Suter
Dutch	Jeanne-Marie Liebenberg Mariëlle Mos
PE	Annelies Derkinderen
Administration, Admissions and Business Support	Valerie Kitchen
Administration and Business Support	Melanie van der Vaart
Admin Support/Librarian	Anne Hebold
IT Technician	Jules Hulshof
Maintenance	Alex de Zwager

Group 4

Critheann Class Teacher	Craig Falconer & Frida Ziourka (F)
Apple Class Teacher	Ruby van der Meulen & Sarah Allott (M,Tu)
Group 4 Learning Support Assistant	Frida Ziourka

Group 5

Moringa Class Teacher	Amy Stottelaar
Tamarind Tree Class Teacher	Sarah Avrillon
Group 5 Learning Support Assistant	Stephanie Sierra

Group 6

Sycamore Class Teacher	Pepijn Bodegom
Banyan Class Teacher	Talya Nesar
Group 6 Learning Support Assistant	Kranthi Daddanala

Group 7

Sequoia Class Teacher	Julie Large
Manzanita Class Teacher	Diane Barghouthy & Brendon Stephen (Th)
Group 7 Learning Support Assistant	Hardip Lenting

Specialists teachers, Inclusion Staff and Administration staff- Upper Primary

Dutch	Karlijn Mittelmeijer Mariëlle Mos
Inclusion, EAL and Pastoral	Kate Inman Janine Ric-Hansen Brendon Stephen Frida Ziourka Kranthi Daddanala Stephanie Sierra Hardip Lenting
Music	Ian Clarke
PE	Daniel DeLapa
Administration, Admissions and Business Support	Valerie Kitchen Melanie van der Vaart

Front of House and Admin Support	Tanya Valentine
Admin Support/Librarian	Anne Hebold
IT Technician	Jules Hulshof
Maintenance	Alex de Zwager

Secondary Department

Senior Leadership

MYP Coordinator	Kate Lupson
DP Coordinator	Stavros Melachroinos
CP Coordinator	Erica Pellikaan
Staff Development Coordinator	Bart-Jan Kazemier
Inclusion Manager	Clare Peterkin
ICT Coordinator	Katie Vigna

Middle Leadership

Academic Counsellor	Yvonne Franken, Erica Pellikaan
Arts Coordinator	Ana Poza (Katie Vigna during Ana's maternity leave)
ATL Coordinator	Gökçe Topoğlu
CAS Coordinator	<i>Vacancy</i>
Design Coordinator	Peter Young
Extended Essay Coordinator	Matilda Pecover
I&S Coordinator	Daniela Murphy
Language Acquisition Coordinator	Iris de Haas
Language & Literature Coordinator	Sabine van Zanten
Mathematics Coordinator	Iakovos Christoforidis
New Staff Coach	Peter Young
Pastoral Lead	Daniela Martinelli
Personal Project Coordinator	Justelene Papacosma
Physical & Health Education Coordinator	Anna Bennington
Science Coordinator	Krystel Morris
Service as Action Coordinator	Drake Stoughton
Student Support Coordinator	Amanda Myers
Exam Officer	Maria Tsachnopoulou and <i>vacancy</i>

MYP1 – 1D & 1P

Form Tutors	Emma Piazza, Elaine Delbary
ATL	Katie Vigna
English	Annabella Fraser, Clare Peterkin (ELL) Amanda Myers (ELA)
Dutch	Iris de Haas (DLL) Susan Lommerse (DLA)
Spanish/French	Maria Albors (SLA) Daniela Martinelli (FLA)
I&S	Elaine Delbary
Science	Vasudha Yadav
Mathematics	Collette Zuur
Arts	Emma Piazza (Performing Arts) Maša Milovanović (Visual Arts)
Design	Maria Spyridaki
PHE	Kirsten Tielman

MYP2 – 2K & 2M

Form Tutors	Kelly Moutsokapa, Jen Tunguz, Maša Milovanović
English	Kelly Moutsokapa, Sabine van Zanten (ELL) Amanda Myers (ELA)
Dutch	Iris de Haas (DLL) Susan Lommerse, Kate Lupson (DLA)
Spanish/French	Maria Albors (SLA) Séverine Marquilly (FLA)
I&S	Elaine Delbary, Ben Seijger
Science	Krystel Morris
Mathematics	Collette Zuur
Arts	Emma Piazza (Drama) Drake Stoughton (Music) Maria Spyridaki (Visual Arts)
Design	Maša Milovanović, Peter Young
PHE	Kirsten Tielman

MYP3 – 3A & 3T

Form Tutors	Maria Albors, Kirsten Tielman
English	Annabella Fraser (ELL) Amanda Myers (ELA)
Dutch	Bart-Jan Kazemier (DLL) Iris de Haas, Ben Seijger (DLA)
Spanish/French	Maria Albors (SLA) Daniella Martinelli, Séverine Marquilly (FLA)
I&S	Ben Seijger
Science	Dirk Labuscagne
Mathematics	Santhiya Vijayakumar
Arts	Ellen Duckenfield (Drama) Drake Stoughton (Music) Maša Milovanović (Visual Arts)
Design	Peter Young
PHE	Anna Bennington, Kirsten Tielman

MYP4 – 4B & 4L

Form Tutors	Anna Bennington, Dirk Labuscagne
English	Pep MacRuairi, Beau Brown (ELL) Amanda Myers (ELA)
Dutch	Bart-Jan Kazemier (DLL) Iris de Haas, Ben Seijger (DLA)
Spanish/French	Gökçe Topoğlu (SLA) Daniela Martinelli (FLA)
I&S	Zeta Eirtree
Science	Krystel Morris
Mathematics	Iakovos Christoforidis, Santhiya Vijayakumar (Extended) Kate Lupson (Standard)
Arts	Ellen Duckenfield (Drama) Drake Stoughton (Music) Justelene Papacosma (Visual Arts)
Design	Peter Young
PHE	Anna Bennington
Study Skills	TBD
Personal Project	Justelene Papacosma

MYP5 – 5B & 5F

Form Tutors	Sophie Burton, Annabella Fraser
English	Beau Brown
Dutch	Bart-Jan Kazemier (DLL) Iris de Haas, Yvonne Franken (DLA)
Spanish/French	Maria Albors, Gökçe Topoğlu (SLA) Daniela Martinelli (FLA)
I&S	Daniela Murphy, Ben Seijger
Science	Krystel Morris
Mathematics	Iakovos Christoforidis, Maria Tsachnopoulou (Extended) Santhiya Vijayakumar (Standard)
Arts	Ellen Duckenfield (Drama) Drake Stoughton (Music) Katie Vigna (Visual Arts)
Design	Maša Milovanović, Peter Young
PHE	Anna Bennington
Academic Counselling	Yvonne Franken
Study Skills	Yvonne Franken, TBD
Personal Project	Justelene Papacosma

DP/CP1 – 1B & 1H

	Form	Beau Brown Jennifer Holland
	DP hour	Beau Brown Jennifer Holland
	CP hour	Pep Mac Ruairi Kelly Moutsokapa
Group 1	Dutch A Language and Literature SL/HL	Ilse van Rompaey
	English A Language and Literature SL/HL	Annabella Fraser Sabine van Zanten
	Language A Literature school-supported self-taught SL	Ilse van Rompaey (supervisor)
Group 2	Dutch ab initio SL	Yvonne Franken
	Dutch B SL/HL	Yvonne Franken
	Spanish ab initio SL	Gökçe Topoğlu (tutor)
	Spanish B SL	Gökçe Topoğlu
Group 3	Business Management SL/HL	Heidi John
	Economic SL/HL	Erica Pellikaan
	Geography SL/HL	Jennifer Holland
	History SL/HL	Daniella Murphy
	Psychology SL/HL	Matilda Pecover

Group 4	Biology SL/HL	Alex Bodha
	Chemistry SL/HL	TBA
	Environmental Systems and Societies SL/HL	Dirk Labuscagne
	Physics SL/HL	Stavros Melachroinos
Group 5	Mathematics Analysis and Approaches SL	Maria Tsachnopoulos
	Mathematics Analysis and Approaches HL	Iakovos Christoforidis
	Mathematics Applications and Interpretation SL	Santhiya Vijayakumar
Group 6	Music SL/HL	Harry Cherrin
	Visual Arts SL/HL	Justelene Papacosma
DP Core	Theory of Knowledge	Sara Rahimi
CP Core	PPS (2 lessons a week) LCS (2 lessons a week) CE (during Core hour) RP (during Core hour)	Matilda Pecover Yvonne Franken Kelly Moutsokapa Pep Mac Ruairi

DP2 – 2C & 2M

	Form	Clare Peterkin Matilda Pecover
	DP hour	Stavros Melachroinos
Group 1	Dutch A Language and Literature SL	Ilse van Rompaey
	English A Language and Literature SL/HL	Pep Mac Ruairi Sabine van Zanten
	Language A Literature school-supported self-taught SL	Sara Rahimi (French tutor) Ilse van Rompaey (supervisor) Gökçe Topoğlu (Spanish tutor)
Group 2	Dutch ab initio SL	Yvonne Franken
	Dutch B SL/HL	Yvonne Franken
	French ab initio SL	Sara Rahimi
	French B SL	Séverine Marquilly
	Spanish B SL	Gökçe Topoğlu (tutor)
Group 3	Business Management SL/HL	Heidi John
	Economic SL/HL	Erica Pellikaan
	Geography SL/HL	Jennifer Holland
	History SL/HL	Daniella Murphy
	Psychology SL/HL	Matilda Pecover
Group 4	Biology SL/HL	Alex Bodha
	Chemistry SL/HL	TBA
	Environmental Systems and Societies SL	Dirk Labuscagne
	Physics SL/HL	Stavros Melachroinos
Group 5	Mathematics Analysis and Approaches SL	Iakovos Christoforidis
	Mathematics Analysis and Approaches HL	Iakovos Christoforidis
	Mathematics Applications and Interpretation SL	Maria Tsachnopoulos

Group 6	Music SL/HL	Harry Cherrin
	Visual Arts SL/HL	Justelene Papacosma
Core	Theory of Knowledge	Sara Rahimi

Student Support

Support teacher	Jane Glass, Kelly Moutsokapa, Liz Polchert, Jen Tunguz
ELA Support	Amanda Myers
Mental Health Counsellor	Lisa Scalpello

Administration

Administration, Admissions and Business support	Viviënne Post
Administration Exam administrator	Karin Verswijveren
Admin support	Anne Hebold
HR-Liaison	Ingrid Ubbens
IT Technician	Jules Hulshof
Lab Technician	Vasudha Yadav
Librarian	Sophie Burton
Maintenance	Eric Pot
Timetables & Organisation Advisor	Mark Wellink

Appendix 2- Practical information Primary Department

Birthday celebrations

A birthday celebration is, of course, an important event in a child's life and we would like help children celebrate their special day. We hope you can also understand that we need to keep a good balance in the daily teaching programme and would therefore like to keep the birthday celebrations simple.

As a staff we support the following:

- In all groups we ask the parents to bring in only one item per child. This can be an edible item (preferably healthy) or a small toy.
- Please bring individually wrapped treats
- Make sure the item is ready to be given to the classmates, rather than a large cake which would need to be cut and served.
- In group 0/1 the parents of the birthday child are welcome at 2.15 (or 12 on Wednesday) to celebrate. The treat can be given to the children to take home. In the older groups, your child will have a chance to celebrate and hand out treats but this needs to be at the discretion of the teacher rather than at a set time. This reflects the varied needs of the curriculum in these groups. Parents do not need to be at these celebrations as they may happen at any given point through the day.
- Taking pictures or video is not allowed because of the privacy of other students.
- We kindly ask you to refrain from using birthday goodie bags or plastic items as we wish to be very conscious with using and wasting plastic. The reduction of plastic is a topic that we find very important and we aim to raise student awareness of this and reduce plastic for the benefit of our planet.

It is of course not necessary to hand out sweets or gifts to every student. A very nice and much appreciated alternative would be to donate a book to the school / class instead. You may write the name of your child in the book and the occasion/date. This will be a memory forever.

Birthday party invitations

Parents are asked to hand out birthday invitations directly, to parents or into children's bookbags. Teachers cannot be asked to hand out invitations or put them in book bags. We ask parents to understand that students can feel left out when they are not invited and we ask you to be sympathetic towards this.

Dress code (school attire)

Please label your child's clothing with their name. We provide students with a clothing hook where their outdoor wear can be kept.

We ask all students to bring welly boots (waterproof boots) that they can/will wear when playing outside. The boots will stay at school and the children will change shoes before going outside to play. It will keep their feet dry and the school /teaching environment clean. We also ask for soft indoor shoes.

Clothing Primary Department

Please choose clothing that:

- is easy to fasten/undo/put on/take off (especially young students)
- can and may get dirty /wet
- allows students to move freely and actively

The Primary department has spare clothing if a child should need a change of clothes while at school. Please remember that these clothes need to be returned back to school clean should your child wear a set of spare clothing home. Each child should be able to remove clothing articles him/herself.

Gym/ PE attire

- Students will be asked to remove any loose jewellery or extra clothing such as sweaters
- Students are to wear gym shoes with non-marking hard soles which will be kept at school
- If a student does not have non-marking hard soled gym shoes, they will be asked to participate bare foot
- Wearing only socks or tights is not permitted because of safety reasons

Gym / PE classes (group 1-2):

- Group 1 students do not change clothes for gym
- Group 2 students do not change for gym but we ask that they come to school in clothes suitable for PE on days when they are in the gym (the class teacher will tell you on which days the children have gym/PE)

Gym / PE classes (group 3-7):

- Gym shoes with non-marking hard soles
- Separate shorts and t-shirt (appropriate for physical activity)
- Towel
- Gym bag to store clothing in

Your child's class teacher will inform you of your child's gym schedule. Until the autumn break and after the May break, students in Upper Primary might have their PE lessons outside on the field of Geel-Wit.

School supplies (primary department)

The school supplies students with all the necessary school supplies.

Appendix 3-Practical information Secondary Department

Physical & Health Education (PHE) classes

Every MYP student has a two-hour practical PHE lesson once a week. These lessons can clearly be seen on the student timetables. For these practical lessons students will need:

- Gym shoes with non-marking hard soles
- Separate shorts/pants and t-shirt (appropriate for physical activity)
- Towel
- Gym bag to store clothing in

Students must wear PHE-appropriate clothing for PHE, with no jewellery. Failure to comply with this may result in detention, as explained in the MYP Student Handbook. Lessons can take place inside the school hall or outside on the fields.

School supplies

Secondary students are asked to bring some supplies to school. We encourage our students to look after and take responsibility for their personal possessions.

Supplies we ask them to bring:

General Equipment

- Pens for handwriting (blue and black)
- Pencils for writing
- Coloured pencils or markers/ felt pens
- Eraser
- Glue stick
- Pencil sharpener
- Pencil case which fits all these items- including the calculator below
- Agenda (paper diary)

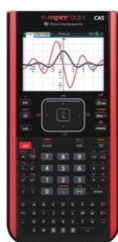
Subject Equipment List

English Language Acquisition

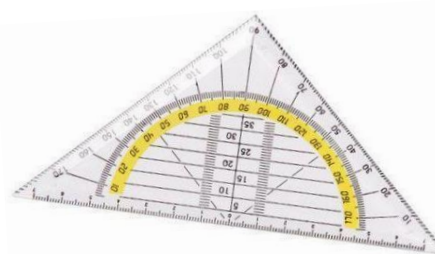
- A bilingual language dictionary with your home language and English

Mathematics

- **Scientific Calculator**
 - **MYP:** TI-30XB (other scientific calculators, such as Casio, acceptable; simple four-function calculators not acceptable)
 - **DP/CP:** Texas Instruments TI-Nspire™ CX II-T CAS (provided by the school).



- **Protractor Triangle**



- **Compass**



This list is also published in the Student handbook available on our school website and ManageBac. All other supplies are provided by the school.

Secondary students are required to bring a (rented) laptop to school and a computer mouse as detailed in the section on secondary curriculum.

Appendix 4- Admission policy for children with special needs and learning support

Children who require support

In accordance with the Appropriate Education Act, every child is welcome at our school, including children who need extra support. We try to provide 'adequate education' for every child as much as possible. This means: we try to offer an education that is adjusted to each child's needs as much as possible, in both a pedagogical and didactic sense.

Please also see our Learning Support Policy for Primary and our Inclusion Policy for Secondary on our website.

The school reserves the right to advise that a student be educated in (or moved to) a different educational setting if it is felt that the student's academic or behavioural needs cannot be met at ISH. This decision will be agreed upon in collaboration with our partnership schools (samenwerkingsverband) and parents/carers in order to identify an appropriate alternative setting within the region.

The following paragraphs refer to the formal routing within our region in case a child cannot follow education at a regular school.

How to register a pupil who needs support

Haarlem primary schools all have the same policy on the placement of children who are about to turn four years old.

If your child needs extra support, you can indicate this to us through the form on Open Apply.

The aim of placing your child in mainstream primary education is to stimulate your child's development. For some children, special education may be a better option. Such decisions are considered very carefully and you will read about this in the following paragraphs.

The following steps are taken in the Zuid-Kennemerland region. These steps also apply if you would like to transfer your child to another primary school in our region.

1. Registration

Parents submit a registration to the school and the child goes through the placement process. Parents fill in the registration form and indicate whether their child needs extra assistance.

- a. The school will then contact the parents for a consultation. During this we will:
 - ask you whether your child has previously been registered at another school
 - ask if there is any information available that will provide an insight into the support required, for example reports from any external institutions
 - share the school's vision with you
 - inform you of the procedure.
- b. We ask our team to provide input in this process.

2. Gathering information

The school will request information from relevant institutions, which may be supplemented with information from your child's former nursery or playgroup, primary or secondary school.

3. Considerations

The pupil's specific needs will be identified. The following areas are assessed: the teacher's pedagogical and didactic knowledge and skills, how the school and class are organised, requirements of the building and any equipment, and relationships with fellow pupils and their parents. Additional information is available.

Based on the results of our assessments, the school will assess what the child will need to function at the school, what possibilities and resources are already available at the school, and what external support options might be available, for example from the municipality or special education. As you can understand there are limits to what is possible for a school. The following limits have been identified:

1. The school's foundations.
2. If the class's safety or overall function is disturbed in such a way that it impedes the children's learning process.
3. Education should prevail when it comes to the care/education balance.
4. When a class cannot accommodate another pupil (limited capacity per class).
5. The child's learning capabilities.

4. Decision

The school must decide within six weeks whether the pupil can be accommodated and admitted. This period can be extended once, by up to four weeks. Once the principal has consulted with the team, he or she will make a decision when the child can attend the school. This decision provides the answer to whether the child will be able to receive a quality education that is suited to the child's needs, thanks to or despite of any available resources. Of course, the school will meet with the parents to give further explanation regarding this decision.

a. *In case of non-placement*

If a pupil who needs support cannot be placed, the school will look for a suitable place at another school. This can be a regular school or a school for special education. We aim to strike a balance between the wishes of parents and what is possible at our schools.

b. *If a child has been placed*

When the child is admitted to the school, we draw up a plan together with the parents. This plan will contain an overview of which resources will be required and how they will be supplied, any support from third parties, and any adjustments within the school. Each plan is customised for each pupil so it will be entirely different for each child. Twice a year, we will evaluate the plan internally and with the parents. If it turns out that the school is approaching a limit, the school will look with parents for possible solutions.

In Zuid-Kennemerland, if extra assistance is required, there will be a partnership between the school, the child's parents and special education (SO) or special primary education (SBO)/special secondary education (SVO). These will come to a joint solution for the assistance required. Sometimes the SO or SBO/SVO will contribute appropriate additional education at a primary school (by sharing knowledge and providing information), and sometimes the pupil is temporarily placed at the SO or SBO/SVO.

You can find more information about any agreements regarding pupils who require assistance and any potential placement in the special Education Support Plan of the Zuid-Kennemerland Partnership.

Please be referred to our [Admissions Policy](#) , our [Primary inclusion Policy](#) and [our Secondary Inclusion Policy](#) on the website as well.

Appendix 5- Leave of absence

According to the Compulsory Education Act, every child should attend school from the day they turn four. And from the first day of the month following his or her fifth birthday, a child *must* attend to school. On that day, your child must be enrolled in school. If the entire school program is too much for your child, they can stay home for a maximum of five hours a week. This must be communicated to school management in advance. Management can give permission for an additional five hours a week at home.

The compulsory education rules apply from the age of six, and there can no longer be any extra time at home.

Special leave of absence

Not permitted

Any special leave outside school holidays is not permitted.

- Absence due to, for instance, birthdays, family visits (including abroad), holidays during off-peak seasons, trips won in a competition, leaving early or returning later from holidays to avoid traffic jams, financial reasons (cheaper airline tickets) or commercial activities like photoshoots or videoshoots are not valid reasons to be absent.
- Even if your child is receiving long-term treatment, for example for speech therapy or dyslexia, the school cannot grant special leave. Such treatments should take place outside of school hours.

Permitted leave of absence

There are a few situations in which special leave is granted.

- **Special circumstances**

These are circumstances that are beyond the control of the parents and/or the child. For example, a death in the family, marriages or anniversaries of parents and grandparents, or legal obligations that cannot be met outside of school hours. Please be referred to page 46 and appendix 5 for more information.

- **Education assistance**

If your child needs assistance to keep up their learning process and needs treatment that is impossible to obtain outside of school hours, the treatment may take place during school hours. The teacher, the internal supervisor and management will assess whether this applies to your child, based on an investigation, procedure planning or their expected development. The Head of School is responsible for granting leave for such treatment(s).

- **Medical reasons**

When leave is deemed necessary for medical reasons, we expect a doctor's certificate for this.

- **Parents' professions**

If you cannot go on holidays during school holidays due to the profession of one of both of the parents, or when one of them practices such a specific profession that it is demonstrably impossible to go on a family holiday during school holidays. This does not include any organisational issues at work, it only applies when the nature of the profession makes family holidays in the school holidays impossible. Please submit written statements from the employer if this applies to you. A standard employer statement is not sufficient.

In all these cases restrictions apply to the duration of the leave/extra holiday time and when the leave can be taken.

There are other requests for leave, such as incidental visits to the dentist, doctor or hospital. We expect you to schedule these visits outside of school hours, but we realise this is not always possible.

The school usually gives permission for such incidental appointments. Please submit these via ManageBac.

If the appointment falls under school hours, you are obliged to pick up your child in Primary at school. We will not allow primary students to go home by themselves unless we have a written statement from their parents. Secondary students need to sign out at the front desk before they leave school.

Requesting special leave

You must submit a written request to the Head of School in advance (please send it to absencerequest@internationalschool.nl), both for leave due to special circumstances and for extra holiday leave, preferably eight weeks in advance. Application forms are available from the principal. If the request is for more than ten school days due to special circumstances, it is up to the municipality's school attendance officer to decide.

The school *never* grants requests for more than ten days of extra holiday leave, nor for extra leave in the first two weeks of the school year.

Leave taken without the permission of the Head of School or the school attendance officer is regarded as absenteeism. School management is obliged to report leave without their given consent this to the school attendance officer, who may write up an official report.

For more information, please contact the Head of School Compliance or the school attendance officer of Municipality Haarlem.

Exemption from education

Under the Education Act, all pupils are required to undertake all education offered during school hours. It can sporadically happen that parents request exemption of attending certain educational activities. This can only be granted by the board. When granted, the board determines which educational activities will replace the exempted activity.

Exemptions will not be made for regular training activities, lessons or rehearsals of normal sports/music clubs nor will exemptions be made for commercial activities like photoshoots or video shoots.

Appendix 6- Complaints procedure

Complaints procedure

It is possible that things go wrong or misunderstandings arise. If you disagree with us or if you have a complaint about how the school is run, you can take the steps below. Complaints could concern pupil supervision, (punitive) measures or decisions by management or teachers, school reports, the school's practical organisation, but also any discriminatory behaviour, sexual intimidation or sexual harassment.

Below are the four steps you can take to make a complaint, which is the preferred course of action. There are also people at school, on the board and at external organisations who can help you submit your complaint; this will be covered in the next section: 'Help with your complaint'. You can always contact the national complaints committee as well.

The steps

1. Discuss your complaint with the people directly involved, for example your child's teacher. Together, we will try to find a suitable solution.
2. If that does not solve the issue for you, you can make an appointment with the Head of School.
3. If you are unable to find a solution with the school, or if your complaint is about the Head of School, you can contact TWijs/IRIS (the board). First, you will have a preliminary interview with the board's secretary or the educational policy officer. If needed, you will speak with the board afterwards. Our board has signed the national complaints procedure model (see complaints procedure on the boards' websites). Although our interests may conflict, we are committed to handling complaints with care and respect for everyone involved.
4. If you do not want to discuss a complaint directly or it is impossible, perhaps due to the nature of the complaint, or you are not happy with the settlement, you can submit your complaint to the Stichting Geschillen Commissies Speciale Onderwijs (GCBO); see the National Complaints Committee section below.

Help with your complaint

- *Contact person at school*

To offer you the best support when filing a complaint, each school has at least one person you can turn to. This person can inform you about the Complaints Procedure and can put you in touch with one of TWijs's/IRIS's external counsellors. The contact person doesn't have a mediating role. The name of our contact person will be published in September

First, the school's contact person will get in touch with the boards' counsellor to let them know there is someone who has a complaint and would like to talk to them. They arrange a suitable time for the person with the complaint to call them to speak to them directly. Then they will forward the telephone number/email address and the date/time to the complainant to contact the counsellor.

- *External counsellors at TWijs and IRIS*

In case of complaints about discrimination/racism, aggression/violence, sexual harassment or bullying that can't be handled by the school, you can turn to the boards' confidants. The counsellors support the complainant and check if mediation could help to provide a suitable solution. They can also give assistance or guidance with possible further steps, for instance to the boards, the National Complaint Committee, support services or judicial authorities. If not, they will assist the complainant with the next steps in the process.

Twijls has two independent *vertrouwenspersonen* (counsellors): Mr Leo Deurloo and Ms Betty van der Vlist. They can be reached by e-mail via vertrouwenspersoon@twijls.nl or by phone: 023 7078387.

The complaints procedure for **IRIS** is published online and can be found on: https://ecl.nl/data/bin/a59a67fd012320_IRIS_Klachtenregeling_20161004.pdf

Vertrouwenspersoon for IRIS:
Mirjam Veen-Hendriks
m.veen@compliance-instituut.nl
06 12 88 33 09

For more information about complaint procedures you can also contact “Stichting Geschillen Commissies Bijzonder Onderwijs” www.gcbo.nl , Postbus 82324, 2508 EH Den Haag

- *External counsellor GGD Kennemerland*

Twijls is affiliated with the department of Youth Care of Kennemerland's GGD. They also have counsellors available. These external counsellors provide support with the lodging of a complaint. They do not disclose the identity of the complainant but they can inform relevant authorities about the nature of a complaint. Obviously, this information cannot be traced back to the complainant.

You can reach them via the school's contact person or contact them directly via
Frontoffice Youth Health Care GGD Kennemerland
Phone: 023 7891777 (Mondays until Fridays between 8.30-12.30 and 13.00-17.00)
E-mail: frontofficejgz@vrk.nl

- *Confidential grievance inspector*

In the Netherlands, anyone - including a child - can contact a confidential grievance coordinator directly on 0900 111 3 111 to speak to someone about complaints about violence or sexual misconduct. This inspector will listen and inform. If needed, he/she will give advice, for example about the process to put a formal complaint or to reporting offence.

National complaints committee

The national complaints committee (GCBO), manages several independent complaints committees that investigate complaints and offer advice to the relevant authorities and those directly involved (complainant and accused). You can lodge a complaint with them at any time. Contact details: PO Box 82324, 2508 EH The Hague, tel. 070-3861697 (from 9 am to 4.30 pm), email info@gcbo.nl, website www.geschillencommissiesbijzondereonderwijs.nl.

Boards' Code of conduct

Education is seen as a joint responsibility of school and parents. In order to provide good education, it is important that teachers, management, board, parents and students respect each other, communicate openly and honestly with each other and have confidence in each other. To this end, the boards have drawn up rules of conduct. Please find the following links in Dutch: [TWijls Behaviour and Integrity Code](#) and [IRIS Behaviour and Integrity Code](#) . They form the basis for a good and safe pedagogical climate. Everyone - including students, team members, parents and others - is expected, both inside and outside the school, to adhere to these rules of conduct, to feel responsible for them and to hold each other accountable.

Appendix 7- Suspension and removal

Suspension

If a student engages in serious misconduct that disrupts the educational process or compromises safety, they may be suspended. This is a result of a singular serious incident or a buildup of several misconduct incidences. Suspension is a disciplinary measure. Parents are informed in writing of the decision with relevant context and an overview of the suspension period. The Head of School may suspend with immediate effect.

There are two types of suspension deployed at ISH:

In-school suspension: The student may come to school for lessons but is under the supervision of a member of the senior staff team for all breaks. In this course of action, the student is not removed from lessons but has their free, unsupervised time withdrawn. In-school suspension takes place between two to a maximum of five days.

Out of school suspension: The student may not attend school for several days (two to a maximum of five days). The suspension will give the student, or the group, some time to calm down. The school, in conversation with the parents, can then determine the best course of action.

The Head of School does not have to inform the school attendance officer; suspension is a form of 'lawful absenteeism'. The Head of School informs the board and the department of education about the motivation for suspension. The Head of School will inform the parents whether the suspension measure has worked sometime later.

The procedure is laid down in the Suspension Protocol. You can object to a suspension; the process is explained in the protocol.

Removal/ Exclusion

Removal takes place when a student is definitively de-registered from the school. The board has the authority to remove a student. The school attendance officer and the department of education will be informed, but the latter is informed anonymously.

A pupil is removed at the request of the Head of School. There are a number of steps in this process.

1. The Head of School has a conversation with the student's teacher(s).
2. The Head of School speaks to the parents. In this conversation, the parents can express their view on the situation. A report of this meeting is drawn up and issued to both parties.
3. The Head of School submits her request to the board. Her request must be supported by a motivation and written documentation.
4. The board meets with the Head of School and a joint decision is made.
5. The board informs the parents of the (intended) removal in writing.

A student can only be permanently removed if another school has declared that it is willing to register this pupil. The pupil must be able to start at the new school immediately.

The parents have six weeks to object after the date of the decision to remove the student.

Please find the protocol in Dutch [Protocol time-out, schorsen, verwijderen \(twijs.nl\)](https://www.twijs.nl/Protocol%20time-out,%20schorsen,%20verwijderen)

Consumer Complaints Boards for suitable education

Parents of students in primary education, secondary education and (secondary) special education can submit a dispute to the school board regarding any of the following:

- admission (or the refusal) of pupils who need extra support

- the removal of pupils
- establishing and adjusting the expected development of those pupils who need additional support.

You can find all relevant information on the website of the Consumer Complaints Boards, from how to submit a request to how to settle any disputes.

(<https://onderwijsgeschillen.nl/commissie/geschillencommissie-passend-onderwijs-gpo.>)

Postal address: Onderwijsgeschillen (Educational disputes), PO Box 85191, 3508 AD Utrecht and email address: info@onderwijsgeschillen.nl