

SCHOOL GUIDE SECONDARY 2024-2025

 **INTERNATIONAL
SCHOOL
ALMERE**



ISAlmere SCHOOL GUIDE 2024-2025

An abstract geometric pattern composed of overlapping squares and rectangles in various shades of blue, from light to dark, with some areas containing fine horizontal lines.

International School Almere

Primary & Secondary School

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FOREWORD

Welcome from the Leadership Team

Welcome to ISAlmere - your inclusive and dynamic international community! As an IB school, we are dedicated to providing a well-rounded learning experience that supports students academically, socially, and emotionally.

We cherish diversity and value the unique perspectives each student brings, ensuring everyone feels welcomed and supported. In our vibrant community for 12-18-year-olds, learning goes beyond textbooks, it is about fostering respect for equity and diversity in a safe and supportive environment, shaping not only your educational journey, but also your social context.

Our IB curriculum promotes critical thinking, creativity, and a lifelong love for learning through engaging teaching methods. Our passionate educators guide students to become principled, open-minded, and compassionate global citizens. We believe in a collaborative partnership between students, parents, and teachers for academic success and personal growth.

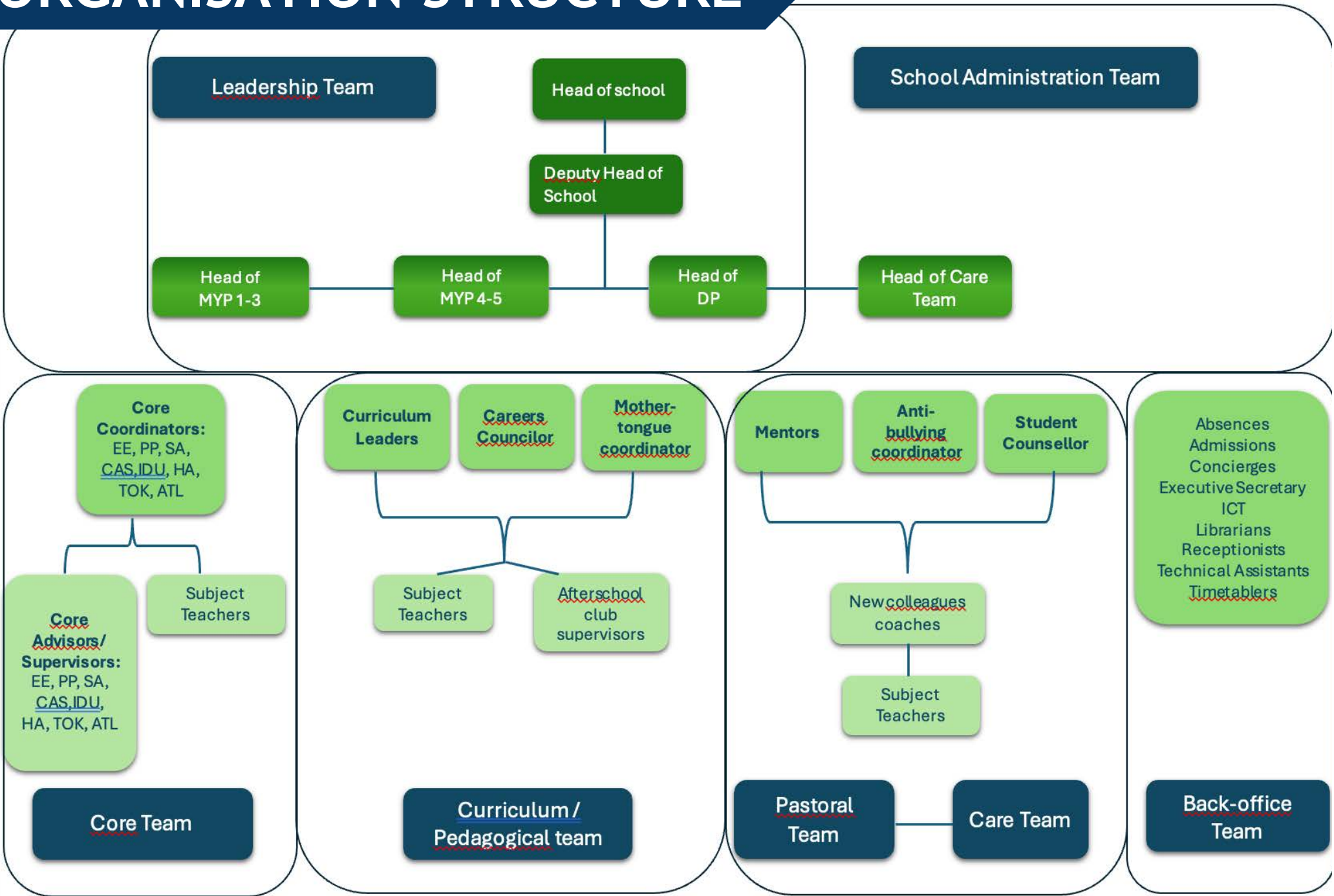


This guide offers valuable insights into our curriculum, extracurricular activities, support services, and our vibrant community. Whether you are new or a returning member, we invite you to explore the exciting opportunities waiting for you at ISAlmere.

We extend our gratitude to our dedicated faculty, supportive families, and enthusiastic students who contribute to making ISAlmere an exceptional place to learn and thrive. Together, we uphold the values of the IB programmes and work towards shaping globally-minded individuals ready for the challenges of tomorrow.

Welcome to ISAlmere, where every student is inspired, empowered, and prepared for a future full of possibilities.

ORGANISATION STRUCTURE



1. VISION AND MISSION OF THE HET BAKEN SCHOOLS

Good education arises in the interaction between the student and teacher. Action leads to reaction. When a teacher approaches students positively and genuinely pays attention, students reciprocate. We are aware of this effect and act accordingly.

We see respect and compassion as the fertile ground for the personal growth of our students.

 INTERNATIONAL

Respect

Charity

Bustling, colorful and diverse; that's Almere. Het Baken reflects the society. Each student has their own story. It makes it impossible to mold education into a generic form. Customization is required. We make education personal.

As in any society, the 'microsociety' that is Het Baken, there are social norms and shared values. Our school culture is based on respect and compassion. We look out for each other, learn from and with each other, give each other space, and hold each other accountable. In the awareness of a new generation, Het Baken aims to be a shining example.

A student brings the world into the school, and the school into the world. Our education is successful when we guide that interaction in a safe and inspiring way, delivering young people who not only find their place in society, but also contribute to it.



2. THE PHILOSOPHY OF ISALMERE

At the International School Almere we celebrate diversity as it empowers our students to become responsible citizens of the world who are prepared to embrace the future. We empower young minds to confidently develop their full potential, shaping their own future.

We foster an environment where our students are not just learners, but the architects of a brighter future. Our commitment to embracing the richness of various cultures and backgrounds empowers each student to become a responsible global citizen, ready to navigate the complexities of an interconnected world.

Nestled within the vibrant metropolitan tapestry of Amsterdam, we stand as a partially public funded international school, a beacon of educational excellence. Our dedication lies in offering internationally renowned programs that pave the way toward the coveted IB diploma.

Our mission transcends the mere transmission of knowledge; we endeavor to shape confident young minds, enabling them to carve their own unique paths. The nurturing atmosphere we cultivate is a product of our dedicated and internationally minded professional staff, who serve as catalysts for growth and learning. In this welcoming school community, driven by a shared passion for education, every individual is encouraged to unfold their potential in an environment that values growth as a collective journey.

As we walk this path together, we recognize that our students are not just learners within classroom walls; they are seeds of change, bearers of dreams, and the architects of a future yet to be fully realized. Our students are equipped with the tools not only to succeed but to lead with empathy, to understand, and to make a positive impact on the global stage. We don't just prepare students for the future - we enable them to shape it

3. MISSION AND VISION OF ISALMERE

It is the mission of the International School Almere to inspire our students to reach their full potential and through them contribute to a better and more peaceful world by striving for academic excellence, intercultural awareness and mutual respect. To do so, we offer our students a challenging, comprehensive education within a diverse, caring and encouraging community of learners, enabling them to develop the intellectual and social skills necessary to achieve their full potential.

Diversity is essential to our mission. According to the principles stated in the United Nations Declaration of Human Rights, people of all races, nations and religions should respect and honour each other. We teach our students to understand and respect the views, values and traditions of other individuals and cultures, as well as their own. The school's commitment to academic excellence is matched by a belief in holistic learning. All members of the school community are encouraged to pursue excellence and are recognized for their achievements.



4. CURRICULUM INFORMATION SECONDARY SCHOOL

The two programmes we offer, the Middle Years Programme (MYP) and the Diploma Programme (DP) in the Secondary School are authorized by the International Baccalaureate Organisation (IBO) and the CIS. The aim of these programmes is to develop internationally minded people who help to create a better, more peaceful world by living out the IB learner profile:

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

For further information:

www.ibo.org

The MYP aims to develop active learners and internationally minded young people to empathize with others and pursue lives of purpose and meaning.

The programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers.

The MYP is a concept-based inquiry curriculum that is completed in MYP5 with the eAssessments leading to an MYP Certificate or Course Completion.

MYP classes have a maximum of 24 students.



THE EIGHT SUBJECT GROUPS

1. Language and Literature (English and Dutch)
2. Language Acquisition (English, Dutch, French and Spanish)
3. Mathematics
4. Arts (Theatre, Music and Visual Arts)
5. Integrated Sciences
6. Physical and Health Education
7. Individuals and Societies
8. Product Design



4. CURRICULUM INFORMATION SECONDARY SCHOOL

The curriculum is developed with special attention to:

- **Teaching and learning in context**
Students learn best when their learning experiences have context and are connected to their lives and their experience of the world that they have experienced. Using global contexts, the MYP students develop and understanding of their common humanity and shared guardianship of the planet.
- **Conceptual understanding**
Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.
- **Approaches to learning**
A unifying thread throughout all MYP subject groups, ATL's provides the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these social, thinking, research, communication and self-management skills help students learn how to learn.

Assessment in the MYP

MYP assessment focuses on tasks created and marked by classroom teachers who are well-equipped to make judgments about students achievement. These tasks are rigorous and embrace a variety of assessment strategies.

MYP teachers assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme.

eAssessment in MYP5

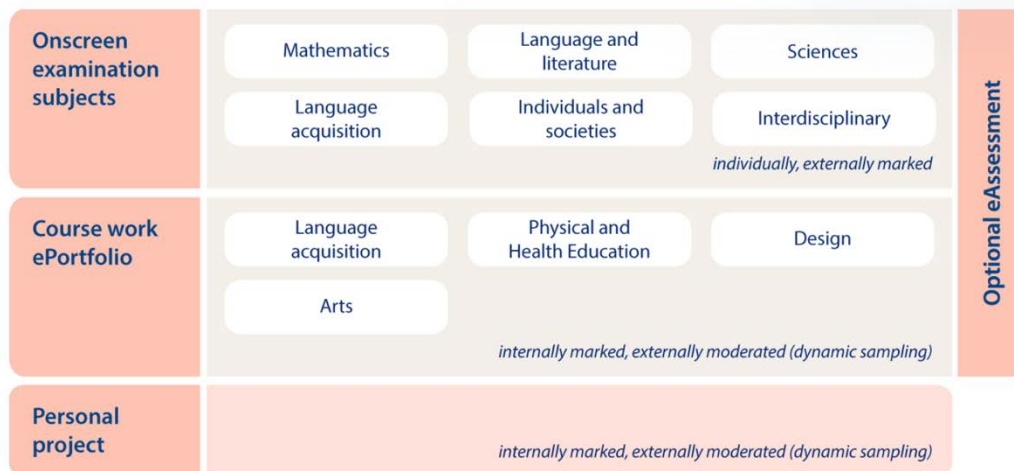
At ISAlmere, students participate in the following different components of the eAssessment:

- Personal Project
- ePortfolio
- on-screen examinations

Understanding the Assessment

The eAssessment is purposely designed to reflect the flexible curriculum framework in the MYP. It informs a student's next steps in their education journey, builds their ability to apply their thinking to new situations, stimulates their learning of skills, and matches the three types of performances that suit a 21st century adolescent mind.

The eAssessment functions as a summative assessment to complete a middle school career with externally IB validated results.



4. CURRICULUM INFORMATION SECONDARY SCHOOL

The MYP Certificate

The MYP certificate is the highest standard of achievement in the MYP and results in official recognition and IB-validated grades.

Obtaining the MYP certificate is dependent on successful completion of:

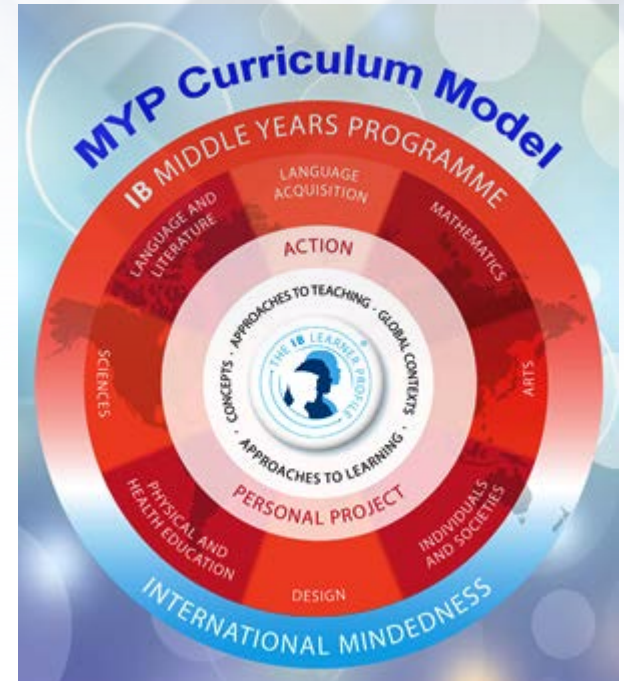
- Five on-screen examinations (Science, I&S, Mathematics, Language A and B, interdisciplinary);
- One e-portfolio in Arts or Design;
- The Personal Project;
- Meeting the school’s expectations for Service Learning.

Successful completion is understood as follows:

- Gaining a grade total of at least 28 points (from a maximum of 56 points);
- Gaining at least a grade 3 in at least one subject from each subject group and the interdisciplinary exam;
- Gaining at least a grade 3 for the personal project;
- Completing the school’s requirements for Service learning.

Service learning

- Service is a core element of the MYP curriculum;
- Service is a type of action that starts in the classroom but extends beyond the classroom;
- Service can be the following different forms:
 - i. Direct service
 - ii. Indirect service
 - iii. Advocacy
 - iv. Research
- It is a self-directed, personal learning experience.



4. CURRICULUM INFORMATION SECONDARY SCHOOL

Subject areas	MYP1	MYP2	MYP3	MYP4	MYP5
Language and Literature					
Dutch	2	2	2	2	2
English	2	2	2	2	3
Language acquisition					
Spanish	1	2	2	2	2
French	1	2	2	2	2
Dutch	2	2	2	2	2
English	3	3	3	2	2
Mathematics	2	2	2	3	3
Arts and design					
Design	2	2	2	2	2
Visual Arts	1	1	2	2	2
Music	1	1	2	2	2
Theatre	1	1	2	2	2
Integrated Sciences	3	3	3	0	3
Chemistry	0	0	0	1	0
Physics	0	0	0	1	0
Biology	0	0	0	1	0
Physical and Health education	2	2	2	2	2
Individuals and Societies	2	2	2	3	3
Mentor hour	1	1	1	1	1

Overview of total amount of lesson hours (60 minutes) per student per subject per week.

4. CURRICULUM INFORMATION SECONDARY SCHOOL

IB Diploma programme subject choice overview.

Students that gain entry to the Diploma Programme, choose six subjects. Three of these subjects will be at Higher Level and three will be at Standard Level. Students are advised to choose Higher Level subjects based on their interests and strengths, requirements set by institutions of tertiary learning and the advice of their MYP mentor and the Career's counselor.

Students are required to choose one subject from subject groups 1-5, and a 6th subject can be chosen from either group 6 or any of the other 5 subject groups.

An additional component of the Diploma Programme, is the Theory of Knowledge course, which is compulsory for all students.

Subject Groups	Subjects
Group 1: Language and Literature	<input type="checkbox"/> English LAL (HL/SL) <input type="checkbox"/> Dutch LAL (HL/SL) <input type="checkbox"/> School-Supported Self-Taught Literature (SL only)
Group 2: Language Acquisition	<input type="checkbox"/> English LA (HL/SL) <input type="checkbox"/> Dutch LA (HL/SL) <input type="checkbox"/> Dutch ab Initio (SL only) <input type="checkbox"/> Spanish LA (HL/SL) <input type="checkbox"/> French LA (HL/SL) Or an extra Group 1 language
Group 3: Individuals and Societies	<input type="checkbox"/> History (HL/SL) <input type="checkbox"/> Business Management (HL/SL) <input type="checkbox"/> Economics (HL/SL) <input type="checkbox"/> Global Politics (HL/SL) <input type="checkbox"/> Environmental Systems and Societies (SL only)
Group 4: Experimental Sciences	<input type="checkbox"/> Biology (HL/SL) <input type="checkbox"/> Chemistry (HL/SL) <input type="checkbox"/> Physics (HL/SL) <input type="checkbox"/> Product Design (HL/SL) <input type="checkbox"/> Environmental Systems and Societies
Group 5: Mathematics	<input type="checkbox"/> Applications and Interpretations (HL/SL) <input type="checkbox"/> Analysis and Approaches (HL/SL)
Group 6: Arts	<input type="checkbox"/> Visual Arts (HL/SL)



4. CURRICULUM INFORMATION SECONDARY SCHOOL

Promotion policy

At ISAlmere, students successfully complete a year by meeting the requirements of the IBMYP and the IBDP Assessment criteria. Students must also demonstrate relevant commitment to the Service as Action (in MYP) and CAS (in DP) programmes.

In exceptional cases, the decision can be made for a student to repeat the year. This decision is always taken with the student's best interests in mind and only if we firmly believe that it will provide the student with the opportunity to meet the designated requirements.

Promotion criteria MYP 1-5

MYP1 - 4

1. Minimum score of: 32
The Minimum Score is calculated by adding the Final Grade earned in each subject group. For subject groups in which students take more than one course, the highest Final Grade earned will apply to the Minimum Score.
2. A maximum of 2 Final grades below 4/7.
3. All Final grades above 2/7.
4. Successful completion of Service and Action.

MYP5

1. Minimum score of: 29 (Maximum 56)
The Minimum Score is calculated by adding the Final Grade earned in each subject group and the Personal Project. For subject groups in which students take more than one course, the highest Final Grade earned will apply to the Minimum Score.
2. A maximum of 2 Final grades below 4/7.
3. All Final Grade and the grade on the 4. Personal Project above 2/7.
4. Successful completion of Service and Action.

Promotion criteria to enter the Diploma Programme

In order to enter the Diploma Programme, students in MYP5 must have a 5 as a final grade in the second report card, in at least three main subject groups:

Group1: Language and Literature

- Dutch HL/SL
- English HL/SL

Group 2: Language Acquisition

- Dutch HL/SL
- Dutch ab initio SL
- Spanish HL/SL
- Spanish ab initio SL
- French HL/SL
- English HL/SL

Group 3: Individuals and Societies

- History HL/SL
- Global Politics HL/SL
- Business HL/SL
- Economics HL/SL
- ESS SL

Group 4: Mathematics

- Mathematical Analysis and Approaches HL / SL
- Mathematics Applications and Interpretations HL/SL

Group 5: Science

- Physics HL/SL
- Chemistry HL/SL
- Biology HL/SL
- ESS SL

Group 6: the Arts

- Visual Arts HL/SL

4. CURRICULUM INFORMATION SECONDARY SCHOOL

Additional requirements for HL subjects:

If a student wants to choose the following subject in the DP:	Then the following condition must be met in the second report card in MYP5:
Three science subjects (Physics, Chemistry, Biology) for Medical Studies in The Netherlands	Minimum of grade 6 in Science
Any science subject at HL	Minimum of grade 5 in Science and minimum of level 6 in criteria A – knowing and understanding
Mathematics Analysis and Approaches HL	Minimum of Grade 5 in Math extended or minimum of Grade 6 in Math standard And Minimum Level 6 in criterion A - Knowing and understanding
Mathematics Applications and Interpretations HL	Minimum of Grade 5 in Math extended or minimum of Grade 6 in Math Standard And Minimum 6 in criterion D- Applying mathematics in real life contexts
Economics HL will be allowed only if there is teacher recommendation for Math AA SL or Math AA HL or Math AI HL	

Promotion criteria for the IBDP

1. CAS requirements have been met according to the school calendar deadlines.
2. Student's total points are at least 24 on the final report card.
3. The Extended Essay and TOK work completed according to the school calendar deadlines.
4. There is no grade 1 awarded in any subject.
5. Grade 2 has not been awarded three or more times.
6. Grade 3 or below has not been awarded four or more times.
7. Student has at least 12 points in HL subjects on the final report card.
8. Student has at least 9 points in SL subjects on the final report card.
9. All IB components must be submitted to the subject teacher according to the school calendar conditions.



4. CURRICULUM INFORMATION SECONDARY SCHOOL

Conditions for awarding the Diploma at the end of DP:

1. CAS requirements have been met.
2. The candidate has gained 24 points or more.
3. There is no 'N' awarded for ToK, the Extended Essay or a contributing subject.
4. There is no grade E awarded for ToK and/or Extended Essay.
5. There is no grade 1 awarded in a subject.
6. There are no more than two grades 2 awarded.
7. The candidate has gained 12 points or more on HL subjects.
8. The candidate has gained 9 points or more on SL subjects.

A maximum of three examination sessions is allowed in which to satisfy the requirements for awarding the IB Diploma.



5. THE SECONDARY SCHOOL DAY

Period	Time
1	09:00 – 10:00
2	10:00 – 11:00
Tea Break	11:00 – 11:20
3	11:20 – 12:20
Lunch Break	12:20 – 13:00
4	13:00 – 14:00
5	14:00 – 14:55
Tea Break	14:55 – 15:05
6	15:05 – 16:00
Project Time	16:00 – 16:30
Afterschool Club	16:15 – 17:00

Timetables are given to students at the start of the school year but are subject to change in response to changes in teaching staff.



5. THE SECONDARY SCHOOL DAY

Leaving school during school hours

Students in MYP1-4 are not allowed to leave the school premises unsupervised during school time.

Students in MYP5 and DP are given the privilege to leave the school premises unsupervised during breaks and free lessons. This is however a privilege and can be revoked if misused.

Snack and lunch

It is recommended for all students to bring healthy food and drink to school. There is also a canteen facility available.

LATE ARRIVALS AND SICK LEAVE

Student absences

The absence coordinator at ISAlmere closely monitors student attendance, including students arriving late for class. Unapproved absences are reported to the Truancy officer.

In the case of a student being ill or expected lateness, parents & guardians are requested to inform the school before 09:00. This can be done via the parent app or by sending an email to absent-secondary@isalmere.nl

Late for class

If the Absence coordinator notices a pattern with regards to a student repeatedly being late for class, parents will be informed and a warning letter may be issued.

In special cases, the school may ask the Truancy officer to get involved.

If a student arrives to school late without a valid reason, the student must come in for an Early Morning Check-in at reception at 08:30 the next day.

Afterschool clubs

ISAlmere encourages students to participate in afterschool clubs where possible.

The following clubs are offered this year:

- Singing club
- Yearbook club
- IB skills club
- Spanish reading club
- French club
- Orchestra club
- Violin club
- Basketball club
- Badminton and Softball club
- School play
- DIY club
- MUN
- Boardgame club
- Visual Arts club
- Podcast club
- Student council

Clubs take place on Monday, Wednesday, Thursday and Friday afternoons from 16:15 - 17:00.

6. ASSESSMENT, REPORTING AND PARENT-TEACHER MEETINGS

1. The school year is divided into three terms, and a Term report is issued at the end of each term:

Term 1: August - November

Term 2: December - March

Term 3: April - July

2. All Term reports are summative and indicate criterion-referenced assessment.
3. All parents and students have access to teacher-feedback via Managebac.

Formative assessment plays a valuable role throughout the year for both students and teachers to determine whether students are meeting the academic demands of the Programme. Formative assessment is not indicated on the report cards.



7. STUDENT SUPPORT & WELL-BEING

ISAlmere strives to embody inclusivity in its core values. Our commitment to serving a diverse and globally mobile community is reflected in our mission. We welcome children with various learning backgrounds, aiming to provide high-quality, accessible, community-based international education for students of all nationalities residing in Almere and surrounding areas. Guided by our values of diversity, community, integrity and inquiry, we take our mission of inclusivity seriously, recognizing the enriching value of an inclusive educational program for the entire community.

In our pursuit of delivering excellent education and support, we conduct thorough assessments for students with learning diversity or emotional needs. Through collaboration with external partners, we strive to support our students comprehensively. While our main goal is inclusivity, we may not be able to address the needs of every student. In instances where we cannot meet a student's learning needs, our Care Team provides guidance on alternative schooling option, but also in identifying the appropriate support, both internal and external, to foster their needs.

At ISAlmere, we value the ability to provide a personalized approach to learning. We achieve this through the following:

- A proactive teaching and support staff, coordinated by the leadership team;
- A communicative and dedicated mentor team, coordinated by the programme coordinators;
- A school psychologist/Care team coordinator;
- A school counsellor;
- An anti-bullying coordinator;
- Two trust persons.

Students are typically identified as requiring extra support in one of the following ways:

- Transfer documents from previous school highlighting a condition during the admissions process;
- Parents and student identify that the student is experiencing persistent learning difficulties or difficulties in their social-emotional development that inhibit them from reaching their potential;
- Teachers identify a student who meets either of the two criteria:
 - Have a significantly greater difficulty in learning to access the curriculum than child of the same age.
 - Pupils who struggle with English because of being non-native speakers.
 - Pupils experiencing difficulties in their social-emotional development.

Support - Internal

The mentor arranges for our school psychologist to meet with the student and assess their needs.

The Child psychologist will either refer a student to an external organization, or will arrange recommendations as to how to best support the student in question.

To make an informed decision, the student can be discussed in the Care Advisory Team (CAT), which includes a school nurse (health department) and a youth social worker, the truancy officer and Passend Onderwijs.

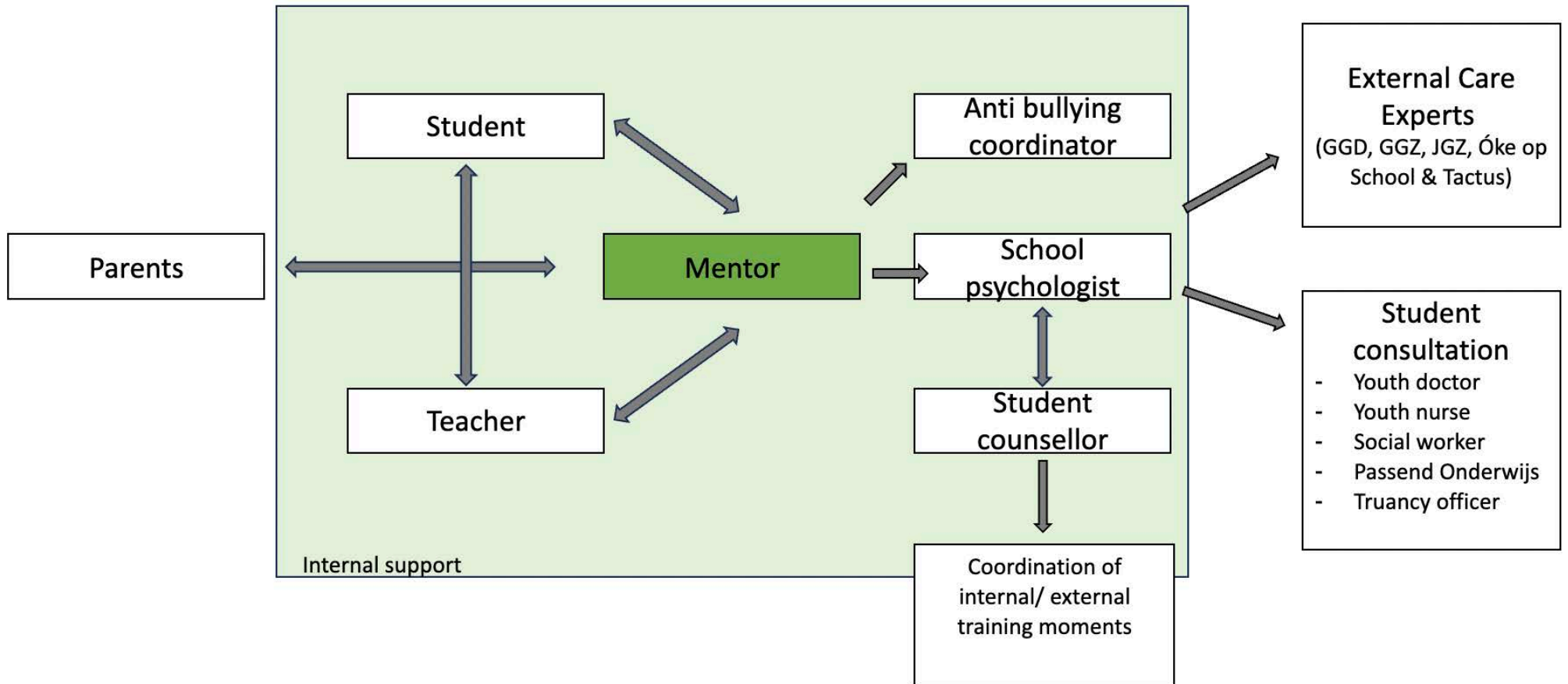
The Mentor will share the appropriate information with them and support them in the application of the advised strategies.

As a school we work with group plans to inform the year group teachers about the possible needs of a student. The mentor identifies the needs of the students in collaboration with the student and shares their needs with the teacher by setting up this plan. If a student requires more specific and long-term support, an Individual Education Plan (IEP) is set in place for the student.

Support - External

In all cases when students are found to have more severe learning difficulties or experience difficulties in social-emotional development, which cannot be supported by the school as it needs intense intensive supervision, a student will be referred to an external party.

Care structure ISA



8. STUDENT CODE OF CONDUCT

1. I am a student of the International School of Almere where all cultures and identities are respected and valued equally.

2. I listen to others and value other people's opinions.

3. I do not tolerate any form of bullying (including cyber bullying).

4. I do not litter. I am responsible for the cleanliness of the school building.

5. I know that if I regularly display undesirable behavior, then my parents will be invited to discuss this.

6. I am expected to fully participate in all class activities meeting agreed deadlines and expectations of the teachers.

7. In class I may be given a "time-out" to reflect upon my behavior.

8. I respect the property of my fellow students and that of the school.

9. I respect the privacy of all members of the school community.

10. I maintain a drug, alcohol and smoke free environment on school grounds and on all school related activities and excursions. I understand that the school will take appropriate measures when this rule is violated.

11. I use my electronic devices in accordance to the school policy to support learning. I may use the phone with permission of the teacher during class. I may use the office phone to call my parents and my parents are requested to contact the office if they need to contact me. If a staff member observes me using the phone during the class, then the phone will be confiscated until 17.00 hours the same day. At the beginning of every lesson, I will place my phone on silent mode in my school bag or leave it in my locker.

12. Food and drink is not allowed outside the break areas. I may use water fountains between lessons or during lessons with permission from the teacher.

13. I will dress appropriately on school premises and during school activities taking into consideration the multi-cultural background of our school community. I will take off my cap/hood/hat and outdoor coat when I am in the classroom. I will adhere to the dress code of the school.

14. I will be aware of the use of my language and avoid swearing and name-calling as this will not be tolerated.

15. I will be considerate of the language that I use during breaks as this may stop other students from taking part in the conversation.

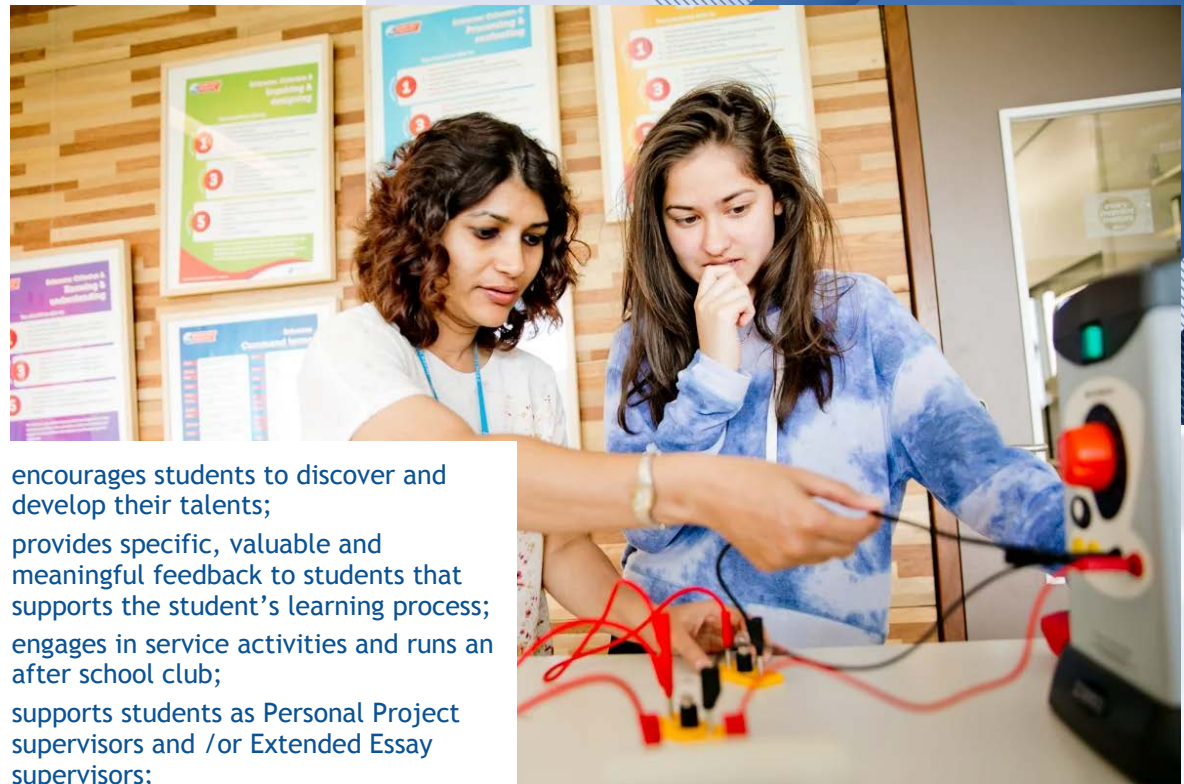
16. If I am in MYP1-MYP4 year group then I stay in school for the entire school day and do not leave the school building till the last lesson of the day.

17. Not behaving according to rules 1 to 16 will result in proportionate consequences which may include detention, in-house suspension, external suspension and - in extreme cases (such as the possession and/or dealing of drugs or alcohol, the possession of arms, sexual harassment and theft) - to expulsion.

9. STAFF CODE OF CONDUCT

The Staff at ISAlmere:

- actively advocates for the school’s curricular and philosophical commitments as an IB World School, ensuring alignment of all policies and practices to IB Standards and Practices;
- welcomes diversity and inclusion, shows intercultural awareness, takes responsibility for their actions, exercises leadership and strive for academic excellence ;
- is able and willing to collaborate with the IB Programme Coordinator(s) to develop, implement and deliver the school’s curricular goals, aligned to IB Standards and Practices;
- develops assessment tasks following IB guidelines and uses a wide range of formative assessment tools;
- uses a wide range of technologies and creative teaching styles;
- plans and teaches lessons following the IB curricula that differentiates for individual student needs and supports students whose first language is not English;
- acknowledges that all teachers are language teachers;
- engages with leadership, colleagues, students and the school community to create a dynamic, positive, aspirational and innovative culture - a professional learning community grounded in collaboration, focused on improving learning outcomes, and driven by data-informed decision- making;



- encourages students to discover and develop their talents;
- provides specific, valuable and meaningful feedback to students that supports the student’s learning process;
- engages in service activities and runs an after school club;
- supports students as Personal Project supervisors and /or Extended Essay supervisors;
- promotes experiential learning, exposing students to the business and the creative world;
- promotes a positive and supportive culture in the school, helping students to become confident responsible world citizens;
- plays a significant role in the mentor programme;
- communicates effectively with all members of the school community.
-

10. PARENTS & GUARDIANS CODE OF CONDUCT

General

1. In the case of concerns or complaints, we encourage parents & guardians to initiate a discussion with the subject teacher as a first step. If the matter remains unresolved, parents & guardians may escalate the discussion to the Mentor of the, followed by the Curriculum Coordinator. If satisfaction is still not achieved after consulting the Curriculum Coordinator, the Deputy Head of School or Head of School may be involved.
2. Any changes in address or telephone numbers are requested to be communicated to the school promptly, as this is a crucial aspect of the school's duty of care to the students.
3. Written notification is provided to the school regarding any medical issues or special needs that a student may have. This ensures comprehensive care and support for the students.
4. Upon arriving at the school, parents & guardians are requested to check in at the Reception desk.

5. To maintain a safe environment at school, parents & guardians will make sure that students do not bring items such as pets, cigarettes or any other tobacco products, alcohol, drugs or weapons to school.
6. The school encourages timely payments for all dues to the school.
7. At ISAlmere, the significance of online social media networks as communication tools are recognized. Parents/guardians are requested to seek permission from all third parties before posting on social media, in compliance with European Privacy Laws and Het Baken policies.

Absences

At ISAlmere, student absences or being late for class is closely monitored. The school is obliged by law to report unapproved absences to the Truancy officer. In case of illness, the parents & guardians should inform the school via the parent app or the following email: absent-secondary@isalmere.nl before 09:00 am.

Extra-ordinary leave

In the case of a family wishing to take a student out of school for one or more days, the family must apply in advance for extra-ordinary leave. The application form can be found on the school website. The application is subsequently submitted to the mentor in advance. Approval of leave might be considered for moving house, medical reasons, attending a funeral, wedding or religious occasion.

It is important to note that the Dutch Truancy Laws will be leading in the school's decision.

11. COMMUNICATION WITH PARENTS & GUARDIANS AND STUDENTS

Students

Communication with students takes place via Managebac and email. Students are encouraged to keep track of all important communication from the school daily.

Student council

As a school we value and promote our students' responsibility and agency. Being an IB student means to care and show courage. To encourage students to show compassion, as well as taking risks, we have a Student Council in which the student body is represented. The Student Council's mission is to make positive changes to school life. They embody the authentic voice of our students and organize events that promote social cohesion as well as awareness of issues of global significance.

The Student Council is led by two students from DP1 and further consists of class representatives from each class, with advisory support from two staff members. Being a member of the Student Council gives our students the unique opportunity to be agents of change with our school community.

Parents

The school communicates with parents via 'myschoolapp'.

Once a student is admitted to the school, a parent account is created.

Parents Support Group (PSG)

The PSG represents a collaborative entity comprising parents and ISAlmere staff members. The primary aim of the ISAlmere-PSG entails aiding the school in its continuous endeavors to enhance and expand the educational provisions and extracurricular activities. As the school directs its efforts towards achieving these objectives, it seeks the involvement of parents in various tasks, with the overarching goal of fostering a more cohesive and interconnected community.

Their role encompasses two primary aspects. Firstly, they are responsible for coordinating the specific talents and availability of the parents within their group to provide the necessary support. This entails primarily coordinating tasks, although parent representatives may also choose to assist directly with certain tasks that align with their preferences or skills.

Participation Council

The council consists of elected representatives of the parent, student and staff community. Their contribution and support on many items are crucial for the further development of processes and policies in school. They have an advisory role and sometimes must give their consent on items according to participation council regulations. The council meets every quarter with the Head of School.

The council consists of 2 members of the parent community, 2 members of the student community and 4 members of the staff community. All representatives for a period of 3 years. The participation council of the school is a subsidiary of the council (MR) of Het Baken. The meetings of the DR are open for the school community.

12. ADMISSIONS PROCEDURE

1. Please click [IGVO - registration document 2018](#) on the website for a list of documents needed to be submitted with the application.
2. Download and complete the School Fees Financial Obligation form for each child and submit this with the application [2024-2025 School Fees Financial Obligation Form](#), which can be found on the website.
3. Click on “Apply now” under Admissions tab to complete and submit the application form along with all relevant and upload required documents. Control your checklist and pay application fee.
4. After payment of the application fee, and submitting the application, schedule a short tour of the school. This can be done simultaneously or followed by an (Teams) interview with the Head of School via admissions.secondary@isalmere.nl
Please note that appointments for an interview are scheduled only after a complete application form along with relevant documents have been submitted and the application fee is paid.
5. Arrange for student to sit entrance test if required.
6. Admission officers will be in touch with previous school of student.
7. After acceptance letter is received, parents will be sent an invoice for payment of the tuition fee, which should be paid within two weeks of receipt of the invoice.
8. A place is reserved for the student after payment of the invoice.
9. Other appropriate date depending on entry date Parent will receive a letter of information for the first day of school in the first week of July or any of the student in the school.
10. The student will receive a language profile form that needs to be filled and returned to the school. This allows the student to be placed in the appropriate language groups.
11. If a child must leave during the school year, four weeks notice should be given in writing. Please be aware that students are only permitted to transfer to another school located in The Netherlands following a main holiday period. The refund is only applicable if your child started before 1 October of the current school year.

Should your family relocate during the school year (1 August till 31 July) then after settlement of all school fees, the refund given is according to the school fee agreement. A refund is not permitted for students transferring to another school within 55 km during the school year. Should you be leaving the Netherlands, please fill in the Exit form and return it to the school. In addition, we request a letter from your child’s new school indicating that your child is enrolled.

13. FINANCIAL MATTERS

School fees

The International School Almere requires a school fee. This fee is not voluntary. The purpose of the fee is to pay for facilities and services, which are not typical of Dutch schools and are therefore not covered by the Government subsidy. These facilities are necessary to guarantee the quality of education. Examples include smaller classes, specialized teachers and staff, additional language support and school events and projects.

We depend on your support and financial contributions in order to create a school, which fulfils our aim to give your child an outstanding and fulfilling educational experience.

New students to the school will be charged a one-off payment of non-refundable €200 application fee and a refundable €500 deposit.

The school trip fee will only be invoiced with the school fee in September of the relevant school year. Depending on the planning some year groups will go on a school trip abroad. These excursions are mandatory.

Students new to the school get a start-up printing quota of €15, which will go onto their printing account for personal copies made at the school. Any additional amount can be uploaded on the card if needed for further printing throughout the year.

Part of the Total School Fee to be paid:

Month	Starting in month	*Refund Leaving in month
August	100%	50%
September	100%	50%
October	90%	50%
November	80%	50%
December	70%	50%
January	60%	40%
February	50%	30%
March	40%	20%
April	30%	10%
May	20%	0%
June	10%	0%
July	10%	0%

International	MYP1- MYP2	MYP3-4	MYP5	DP1	DP2
School fee	€ 6,255.00	€ 6,255.00	€ 6,255.00	€ 7,167.00	€ 7,167.00
Examination fee	€ -	€ -	€ 650.00	€ -	€ 850.00
Deposit	€ 500.00	€ -	€ 500.00	€ 500.00	€ 500.00
Registration	€ 200.00	€ -	€ 200.00	€ 200.00	€ 200.00
Introduction activities and school trip	€ 60.00	€ 650.00	€ 650.00	€ 650.00	€ -

Refund:

A refund is not permitted for students transferring to another school within 55 km during the school year.

14. STUDENTS SCHOOL SUPPLY LIST

General:

- Strong bag to carry all books;
- Planner Pencil case with pencil and eraser;
- Pencil sharpener;
- Blue and black pens;
- Glue stick;
- Pair of scissors;
- Ruler, Protractor, Compass Couple of highlighters;
- Set of colored fine liners;
- One 23-ring binder with dividers or tabs 23-ring binder pages Six A4 exercise book.
- Headphones
- USB adaptor

Visual Arts

- Pencil box: all type of B and HB pencils Minimum 12 colour pencils;
- Eraser.

Physical & Health Education

- Sport shoes/ trainers for use inside the gym. No black soles please. Outdoor trainers (no football boots or spikes) Long tracksuit bottoms or Knee length shorts (Navy blue or black) and a white T-shirt;
- Aerosol deodorant sprays are not allowed. Roll-on deodorant can be used instead.

Maths

Two A4 square-lined exercise book not A5

MYP1- MYP3 students need a scientific calculator.

MYP4-MYP5 and DP students need a Graphical Calculator (TI-84 Plus CET)



15. COMPLAINTS PROCEDURE

Your or your parents/guardians may encounter decisions within the school that you believe are unjust. Depending on the type of problem, you can address it to the mentor, the Trust Person for over the boundary behavior, or the school manager.

A complaint concerns your personal situation related to education and the circumstances within or on the school premises. We assume that you first try to resolve the complaint with the person concerned. If this does not lead to the desired result, you can file a complaint with the appropriate Curriculum Coordinator.

If you disagree with the handling of the complaint by the Curriculum Coordinator, you can appeal the decision to the Head of School. If, after going through all the steps, you are not satisfied with the handling of your complaint, you can file a complaint with the Complaints Committee of Het Baken Almere. If the complaint is against the Head of School, you can directly file a complaint with the Complaints Committee (attention: the secretariat). The Complaints Committee investigates the complaint and determines whether it is justified. The competent authority then makes a decision. Details on how to submit a complaint, within what timeframe, and to whom exactly can be found in various complaints procedures established based on the type of complaint. The complaints procedure is available on the website www.hetbaken.nl under the heading 'Over Het Baken Almere'.

A complaint to the Complaints Committee can be sent to:

Het Baken Almere
Attention: Board
P.O. Box 10015
1301 AA Almere

Het Baken Almere is affiliated with:

National Complaints Committee for Education
P.O Box 85191
3508 AD Utrecht

16. CONTACT INFORMATION

LEADERSHIP TEAM

Head of School

Reneé Kloos

r.kloos@isalmere.nl

Deputy Head of School

Riëtte Pienaar

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DP Coordinator

Simona Ghizdareanu

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MYP4-5 Coordinator

Suklima Guha Niyogi

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MYP1-3 Coordinator

Jose Zuniga Reinares

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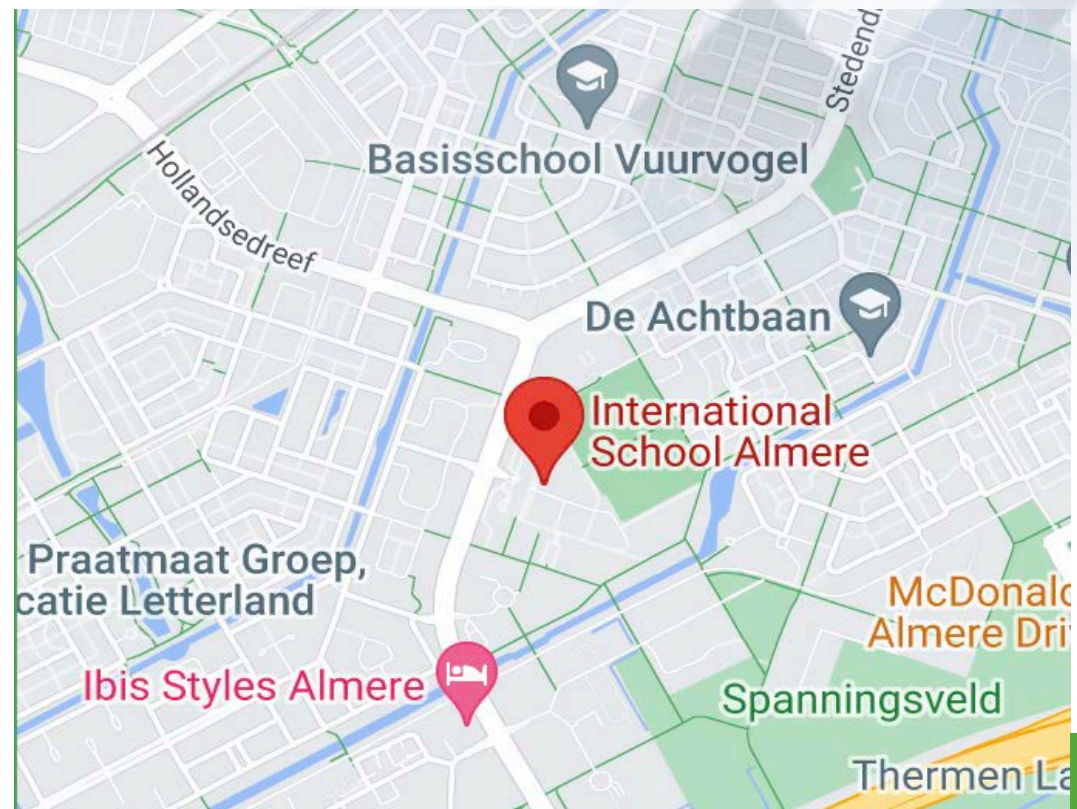
International School Almere

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