

# INTERNATIONAL SCHOOL ALMERE

The world is here

*School Guide 2025 - 2026*



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# Foreword

# 1

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 students 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 principles, 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 the for the challenges of tomorrow.

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

# Het Baken

# 2

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.

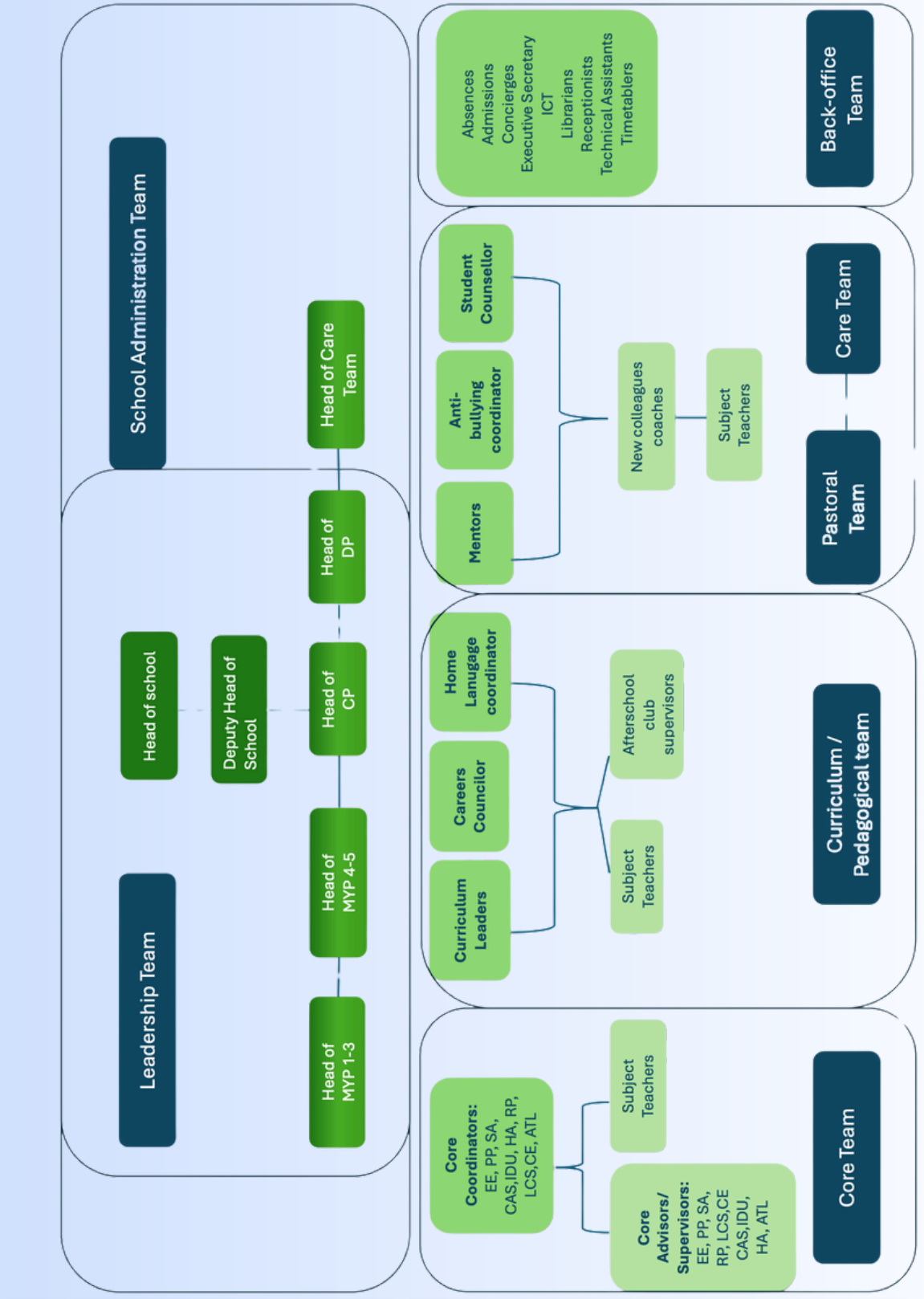
We see respect and compassion as the fertile ground for the personal growth of our students.

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.



# Organizational Structure 3





# Our School Story

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## Our School story

The International School Almere thrives on diversity. We encourage students to celebrate their unique heritage and culture while exploring the universal truths, values and feelings that make us all human. By seeing the world in every person, we also find the world within ourselves. This is the key to success in an intercultural society.

The International School Almere is a shared hub for students, ages 4-18, to learn together in the same environment, look after one another, and practice patience and kindness. This unique setting, one campus for primary and secondary education, promotes acceptance and solidarity. The International School Almere is committed to providing each student with the space to shape their own future, develop holistically and discover personal academic excellence.

With a wide and rich outlook on the world, we invite our students to uncover greater possibilities and adopt problem-solving strategies which contribute to a confident and strong sense of self.

## Our educational vision

At the International School Almere, we provide future-oriented, high-quality international education. We offer education in a continuous learning line for international students aged 4-18. Our education is inclusive and accessible to students with different learning styles and abilities.

The education we provide consists of three programmes that are seamlessly connected and used all over the world. This continuity allows our students to develop as smoothly as possible at our school, and in the event that they move to another country.

# Admissions procedure

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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 [2025-2026 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](mailto:admissions.secondary@isalmere.nl)
5. Arrange for student to sit entrance test if required. Admission officers will be in touch with previous school of student.
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.

# Schoolfees

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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.

	MYP1-4	MYP5	CP1/DP1	CP2/DP2
<b>Schoolfee</b>	6350	6350	7275	7275
<b>Examination fee</b>	-	650	-	850
<b>Deposit</b>	500	500	500	500
<b>Registration</b>	200	200	200	200
<b>School trip incl. introduction activities</b>	MYP 1-2: 60 MYP3-4: 650	650	650	650



# Curriculum information

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The three programmes we offer, the Middle Years Programme (MYP), the Career-related Programme and the Diploma Programme (DP) in the Secondary School are authorized by the International Baccalaureate Organisation (IBO). 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](http://www.ibo.org)

## The Middle Years Programme

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

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

Assessment is criterion-related and designed to support and reflect the development of skills, knowledge, and understanding over time. Rather than relying on traditional percentage grades, students are assessed against subject-specific criteria on a scale of 0 to 8. Each subject has four criteria that reflect the core objectives of the discipline, and students receive regular feedback based on their performance in relation to these. Assessment tasks are varied—ranging from projects and presentations to written assignments and practical work—and aim to promote inquiry, reflection, and meaningful learning. The focus is on growth and progress, helping students understand their strengths and areas for improvement.

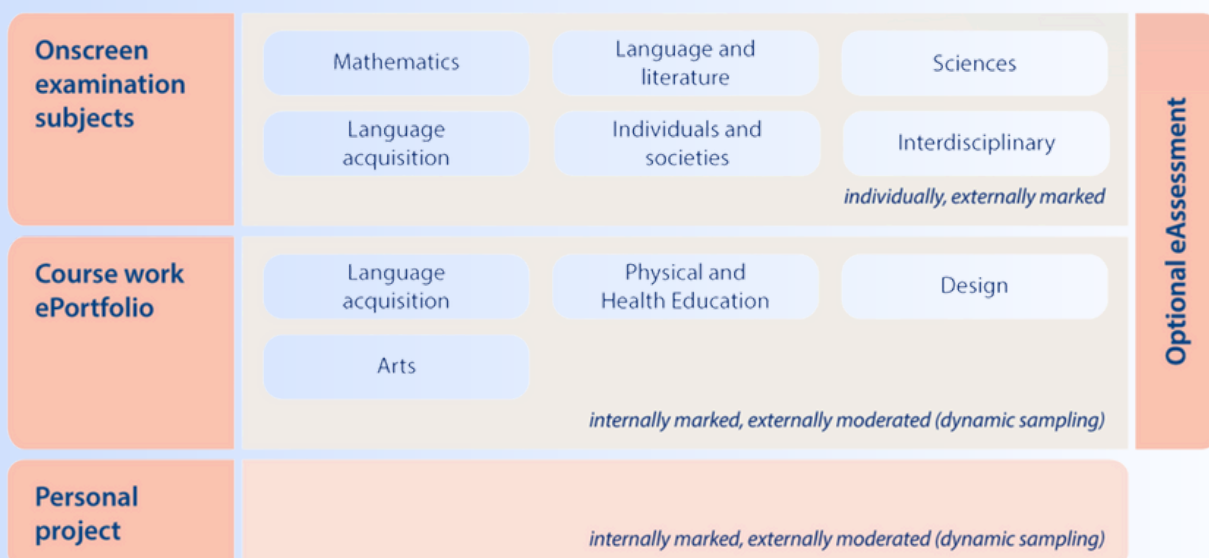
## eAssessment in MYP5

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

- Personal Project
- ePortfolio
- on-screen examinations

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 21<sup>st</sup> century adolescent mind.

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



## 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.

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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 take the following different forms:

i. Direct service

ii. Indirect service

iii. Advocacy

iv. Research

- It is a self-directed, personal learning experience.



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

Subject Areas	MYP1	MYP2	MYP3
Language and Literature			
Dutch	2	2	2
English	2	2	2
Language acquisition			
Spanish	2	2	2
French	2	2	2
Dutch	2	2	2
English	3	3	3
Mathematics	2	2	2
Arts			
Visual Arts	1	1	2
Theatre	1	1	2
Music	1	1	2
Design Technology	2	2	2
Integrated Sciences	3	3	3
Physical and Health Education	2	2	2
Individuals and Societies	2	2	2
Mentor	2	2	2
Core hour (Service as Action)	0,5	0,5	0,5



Subject Areas	MYP4	MYP5
Language and Literature		
Dutch	2	2
English	2	3
Language acquisition		
Spanish	2	2
French	2	2
Dutch	2	2
English	2	2
Mathematics	2	2
Arts		
Visual Arts	2	2
Theatre	2	2
Music	2	2
Design Technology	2	2
Sciences	3	3
Biology	1	2
Chemistry	1	2
Physics	1	2
Physical and Health Education	2	2
Individuals and Societies	3	3
Mentor	2	2

## The Diploma Programme

The Diploma Programme (DP) is a rigorous two-year academic programme for students aged 16 to 19, designed to prepare them for success at university and beyond. It offers a broad and balanced education through six subject groups and a core made up of the Extended Essay (EE), Theory of Knowledge (TOK), and Creativity, Activity, Service (CAS). Students develop strong academic skills, critical thinking, and international-mindedness. Assessment in the DP includes both internal and external components, with final exams graded by the IB. The programme encourages depth of knowledge, personal growth, and a commitment to lifelong learning.

### The six subject groups

1. Language and Literature (English and Dutch)
2. Language Acquisition (English, Dutch, French and Spanish)
3. Mathematics
4. Sciences
5. Humanities
6. Arts

The curriculum is developed with special attention to:

- **Conceptual Understanding and Deep Learning**

Curriculum development emphasizes depth over breadth, encouraging students to understand key concepts that transfer across disciplines. This approach helps learners make meaningful connections, develop critical thinking skills, and engage with complex global issues.

- **Interdisciplinary and International-Mindedness**

The DP curriculum fosters international awareness and interdisciplinary thinking. Subjects are designed to promote global engagement and diverse perspectives, supported by core components like Theory of Knowledge (TOK) and the Extended Essay (EE), which encourage students to draw connections across subjects and cultural contexts.

- **Future-Readiness and Skills Development**

The curriculum is continually updated to ensure students develop the skills needed for higher education and life beyond school, such as research, collaboration, self-management, and ethical decision-making. The CAS component also supports holistic development by integrating experiential learning with personal growth and social responsibility.

## Assessment in the DP

Assessment in the Diploma Programme (DP) is a combination of internal and external evaluations designed to measure student achievement against rigorous international standards. External assessments, such as final written exams, are marked by trained IB examiners and form the majority of a student's final grade. Internal assessments—such as essays, oral presentations, or science investigations—are conducted by teachers and moderated externally to ensure consistency. Each subject is graded on a scale of 1 to 7, with up to 3 additional points available for the Extended Essay and Theory of Knowledge. The focus is on assessing understanding, skills, and critical thinking, rather than rote memorization.

Successful completion is understood as:

The student has met all core requirements:

- Extended Essay (EE),
- Theory of Knowledge (TOK),
- Creativity, Activity, Service (CAS)

A student has earned at least 24 out of a possible 45 points.

A student must earn at least 12 points in their three HL subjects.

A student must earn at least 9 points in their three SL subjects.



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

Group 1: Lanugage and Literature	DP1 HL	DP1 SL	DP2 HL	DP2 SL
English	3	2		
Dutch	N/A	2		
School supported Self-taught Language	N/A	1		
Group 2: Lanugage acquisition				
English B	3	2		
Dutch ab initio	NA	2		
French B	3	3		
Spanish B	3	2		
Group 3: Humanities				
History	4	3		
Global Politics	4	3		
Economics	4	3		
Business	4	3		
Environmental systems and societies	3	2		
Group 4: Sciences				
Biology	4	3		
Chemistry	4	3		
Physics	4	3		

Product Design	4	3		
Environmental Systems and Societies	3	2		
<b>Group 5: Mathematics</b>				
Mathematics Analysis and Approaches	4	3		
Mathematics Applications and Interpretations	4	3		
<b>Group 6: Arts</b>				
Visual Arts	4	3		
Music	4	3		
<b>Other</b>				
Mentor	2			
TOK	2			
Core hour (CAS, Extended Essay)	1			



## The Career-related Programme

The IB Career-related Programme (CP) is designed for students aged 16 to 19 who wish to focus on career-related learning while gaining transferable academic and personal skills. It combines at least two Diploma Programme (DP) courses with a career-related study and a unique CP core, which includes Personal and Professional Skills (PPS), a Reflective Project, Service Learning, and Language Development. The CP prepares students for further education, apprenticeships, or direct entry into the workforce by fostering both academic rigor and practical, real-world competencies. It emphasizes critical thinking, intercultural understanding, and ethical decision-making in professional contexts.

### The subject groups:

1. Mathematics AI
2. Business
3. Career-related study (BTEC)

The curriculum is developed with special attention to:

- **Integration of Academic and Career-Related Learning**

The CP is designed to blend rigorous academic study from the IB Diploma Programme with practical, career-focused education. This ensures students gain both theoretical knowledge and skills directly applicable to real-world careers and further vocational or academic pathways.

- **Development of Professional and Personal Skills**

A key focus is on equipping students with essential life and workplace skills such as communication, collaboration, problem-solving, and ethical reasoning. The Personal and Professional Skills (PPS) course, along with the Reflective Project, fosters self-awareness and responsible action in professional contexts.

- **Global Citizenship and Lifelong Learning**

The CP promotes international-mindedness and intercultural understanding, encouraging students to become active, compassionate, and engaged citizens. Through Service Learning and Language Development, students expand their global awareness and adaptability—skills critical for success in a rapidly changing world.

## Assessment in the CP

Assessment in the IB Career-related Programme (CP) involves both academic and vocational components. Students take at least two Diploma Programme (DP) subjects, which are assessed externally by the IB through exams, essays, and internal assessments—graded on a scale of 1 to 7. In contrast, the career-related study (CRS), such as a BTEC qualification, is assessed through coursework, practical tasks, and projects that are internally marked and externally verified by the awarding body. This dual assessment approach allows students to demonstrate both academic knowledge and hands-on, applied skills, offering a balanced evaluation of their readiness for further education or employment.

Successful completion is understood as:

The student has met all core requirements:

- Reflective Project (RP),
- Community Engagement (CE),
- Language development,
- Personal and Professional Skills (PPS)

A student has earned at least a 3 in both DP subjects.

A student has successfully completed the Career-Related Study (CRS)



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

DP Subjects	CP1	CP2
Mathematics AI SL	3	2
Business	3	2
Project-time (self-directed study)	1,5	1,5
Career-related study		
Information Technology BTEC	12	12
CP Core Components		
Personal and Professional Skills	2	1
Reflective Project	1	1
Service Learning	1	1
Language Development	2	2
Other		
Mentor	2	2

# Secondary school day 8

	Monday	Tuesday	Wednesday	Thursday	Friday
09:00 - 10:00	Lesson 1	Lesson 1	Lesson 1	Lesson 1	Lesson 1
10:00 - 11:00.	Lesson 2	Lesson 2	Lesson 2	Lesson 2	Lesson 2
11:00 - 11:20	Tea break	Tea break	Tea break	Tea break	Tea break
11:20 - 12:20.	Lesson 3	Lesson 3	Lesson 3	Lesson 3	Lesson 3
12:20 - 13:00.	Lunch	Lunch	Lunch	Lunch	Lunch
13:00 - 14:00	Lesson 4	Mentor	Lesson 4	Lesson 4	Lesson 4
14:00 - 14:55.	Lesson 5	Core	Lesson 5	Lesson 5	Lesson 5
14:55 - 15:05.	Break	Break	Break	Break	Break
15:05 - 16:00.	Lesson 6	Staff meeting	Lesson 6	Lesson 6	Lesson 6
16:00 - 16:30	Project time	Staff meeting	Project time	Project time	Project time
16:30 - 17:00	Afterschool club	Staff meeting	Afterschool club	Afterschool club	Afterschool club

## 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](mailto: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.

Refer to the escalation ladder for more information



## Afterschool clubs

ISAlmere encourages students to participate in afterschool clubs where possible.

Below is a list of potential clubs offered:

- 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
- Wall climbing club
- Student council

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

# Assessment cycle

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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

All Term reports are summative and indicate criterion-referenced assessment. 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.

Following the publishing of report cards 1 and 2, parents have the opportunity to meet with subject teachers during the parent-teacher evenings that are held in January and April.

# Student

# support

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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:
  1. Have a significantly greater difficulty in learning to access the curriculum than child of the same age.
  2. Pupils who struggle with English because of being non-native speakers.
  3. 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.

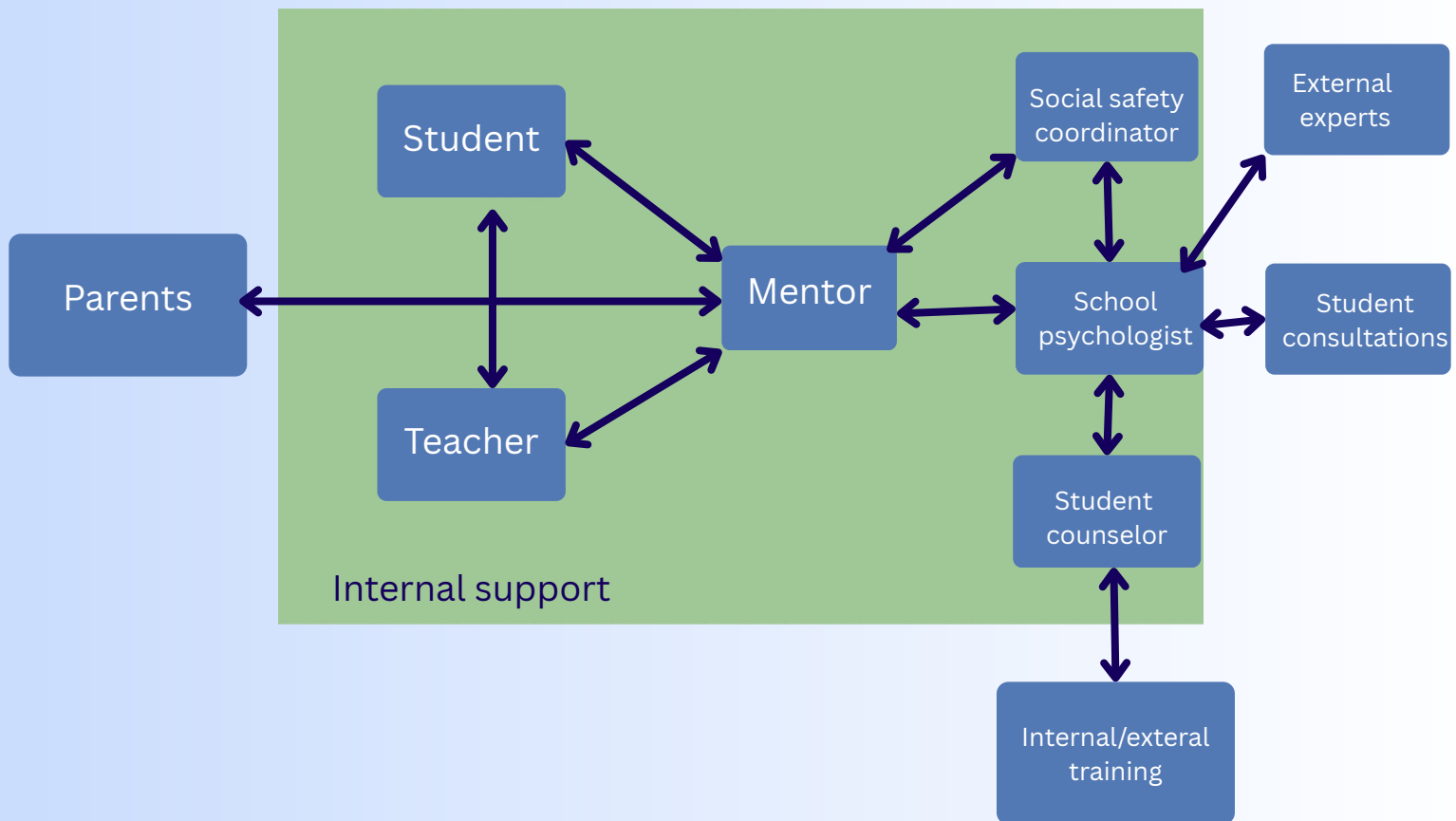
The Mentor will share the appropriate information with them and support them in the application of the advised strategies.

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 at ISAlmere



### Group Plans and Individual Education Plans (IEP's)

At International School Almere, we implement group plans in every mentor class. A group plan is a preventive tool, that identifies the educational needs of our students, both individually and in groups, and organizes student-oriented interventions and action strategies for teachers. This approach ensures that we work towards set goals, allowing all teachers to follow a unified strategy. This unified approach helps us create a predictable, holistic learning environment that supports both emotional well-being and academic success.

The foundation for the group plans is established in the mentor class. Since students attend different classes for various subjects, teachers need to extract relevant information from the group plans to apply them effectively in their own classes. Occasionally, this means that teachers may receive information about strategies for specific students they do not teach.

This is a considered derogation from privacy laws, but it enables us to provide the necessary care for our students, helping them reach their highest potential. This exception has been discussed with and approved by the Dutch Data Protection Authority (Autoriteit Persoonsgegevens).



# Student

## code of conduct

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- I am a student of the International School of Almere where all cultures and identities are respected and valued equally.
- I listen to others and value other people's opinions.
- I do not tolerate any form of bullying (including cyber bullying).
- I do not litter. I am responsible for the cleanliness of the school building.
- I know that if I regularly display undesirable behavior, then my parents will be invited to discuss this.
- I am expected to fully participate in all class activities meeting agreed deadlines and expectations of the teachers.
- In class I may be given a "time-out" to reflect upon my behavior.
- I respect the property of my fellow students and that of the school.
- I respect the privacy of all members of the school community.
- 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.
- 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.
- 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.
- 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.
- I will be aware of the use of my language and avoid swearing and name-calling as this will not be tolerated.
- I will be considerate of the language that I use during breaks as this may stop other students from taking part in the conversation
- 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.
- 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.

# Staff

## code of conduct

# 12

### 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.

# Parent and Guardians

## code of conduct

# 13

### General

- 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.
- 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.
- 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.
- Upon arriving at the school, parents & guardians are requested to check in at the Reception desk.
- 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.
- The school encourages timely payments for all dues to the school.
- At ISAlmere, the significance of online social media networks as communication tools is 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](mailto: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.

# Communication

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## 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.



# Complaints

## procedure

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You 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](http://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

# Student school

## supply list

# 16

### 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)

# Contact

## information

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### LEADERSHIP TEAM

Acting Head of School

Riëtte Pienaar

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CP Coordinator

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