



**INTERNATIONAL
SCHOOL LAREN**

BUILDING BRIDGES FOR LIFE
Think Big. Aim High. Act Now.

SCHOOL DIRECTORY 2023-2024



Table of Contents

Welcome	3
School Details	5
International School staff information	6
Mission & Vision.....	8
The IB learner profile	9
Curriculum Information.....	10
Descriptions of Special Functions	15
General Behaviour.....	17
Academic information.....	19
Official Complaints Procedure.....	20
Attendance	22
House Rules.....	24
School Holidays 2022-2023	24
Lesson Schedule	Error! Bookmark not defined.
ISL School Calendar 2022-2023	26

WELCOME

Laren, October 2023

Dear parents/guardians and students,

At the International School Laren (ISL) we strive to educate our international students to become global-oriented, confident, lifelong learners, with respect and care for themselves and others. We encourage our students to think big, aim high, and act when and wherever they can, making a positive change in their own and the bigger world.

With this mission in mind, the ISL is an international community with a nurturing and caring learning environment, where every child is able to fully develop to his or her maximum potential.

The ISL is accredited by the International Baccalaureate Organisation (IB) and carries the Middle and Diploma Programme. It resides under the organization of the 'Verenigde Scholen J.A. Alberdingk Thijm' and is a member of the Dutch International Secondary School (DISS) organization.

In this school directory, more information can be found about our mission, curriculum, and the general procedures at the ISL.

I wish all our students and parents/caregivers a successful and inspiring school year.

On behalf of the ISL team,

Ms. Gabriëlla Mohrmann
Principal

Think Big. Aim High. Act Now.

The International School Laren (ISL) is a growing International School founded in 2018, and located in the beautiful natural environment known as 't Gooi, close to Hilversum and Schiphol.

We are an inclusive, international community that fosters confident, knowledgeable, and caring global citizens who strive to create a positive change in the world.

At ISL students are at the heart of all that we do. By providing a differentiated academic program that challenges students to reach their fullest potential, we empower them with the skills to become life-long learners.

We place emphasis on the student thinking globally and acting locally. Our teaching and learning encourage and challenge students to think big, aim high and act now, and be curious, committed, and creative people who make a positive difference in the world.

Students will find a community that welcomes them, breeds respect and warmth, and encourages them to be self-disciplined.

The ISL is located in the same building as their bilingual Dutch partner school Laar & Berg. Together, we share the facilities such as the two gyms, the sports field, an art campus, a music room, a design room, five science labs, a media center and the canteen.



SCHOOL DETAILS

School Address:

International School Laren
Langsakker 4a, 1251 GB Laren
Tel.: + 31 (0)35 206 2202
E-mail: islaren@atscholen.nl
Internet: www.islaren.nl

Payment Details:

Rabobank Utrecht
P.O. Box 700, 1200 AS Hilversum Bank
account: 14.54.85.978
IBAN: NL33 RABO0145485978
BIC: RABONL2U

The International School Laren is one of seven independently operating secondary schools supported by the 'Verenigde Scholen J.A. Alberdingk Thijm'. The seven schools are as follows:

1. The International School Laren 'Laar & Berg" (IBMYP, IBDP)
2. Laar & Berg (atheneum, havo, IBMYP)
3. Groot Goylant (vmbo)
4. Alberdingk Thijm (mavo)
5. The St Aloysius College (mavo/havo)
6. The International School Hilversum 'Alberdingk Thijm' (IBPYP, IBMYP, IBDP and bilingual IBMYP (vwo)
7. Alberdingk Thijm College (gymnasium, atheneum, havo).

According to the Dutch legislation, the International School of Laren is regulated by the Ministry of Education of the Netherlands. IS Laren is accredited by the International Baccalaureate Organisation (IB) and is a member of the Dutch International Secondary School (DISS). We are inspected by all these bodies and are required by their laws to meet the high standards they set.

INTERNATIONAL SCHOOL STAFF INFORMATION

Principal

Mrs. Gabriëlla Mohrmann, g.mohrmann@atscholen.nl

Upper School Coordinator

Ms. Lara Westgeest, l.westgeest@atscholen.nl

Middle School Coordinator

Ms. Eva Goossens, e.goossens@atscholen.nl

Admissions:

Ms. Anna Joaguim, a.joaquim@atscholen.nl

TEACHERS	SUBJECT	EMAIL
ARTS		
Mr. T. van Rhyn	MYP Design	t.vanrhyn@atscholen.nl
Ms. H. Rall	MYP Theater , MYP English	h.rall@atscholen.nl
Mr. T. Watkins	MYP Music	t.watkins@atscholen.nl
Mr. B. Weisser	DP Music	b.weisser@atscholen.nl
Ms. E. Goossens	MYP Theatre, TOK, Middle School & MYP Coordinator	e.goossens@atscholen.nl
LANGUAGES		
Ms. K. Sharwood	MYP & DP Dutch LA	k.sharwood@atscholen.nl
Ms. M. van Kaam	MYP and DP Dutch LL	m.vankaam@atscholen.nl
Mr. H. Oving	MYP Dutch LL	h.oving@atscholen.nl
Mr. B. Mulenga	MYP English	b.mulenga@atscholen.nl
Ms. J. Henning	MYP & DP English & CAS Coordinator	j.henning@atschoeln.nl
Ms. S. Richardson	DP English & Extended Essay Coordinator	s.richardson@atscholen.nl
Ms M. Correa	MYP Spanish	m.correa@atscholen.nl
Ms. K. Romero	MYP Spanish	k.romero@atscholen.nl
INDIVIDUALS AND SOCIETIES		
Mr. M. Huisman	DP Economics	m.huisman@atscholen.nl
Mr. H. Nguyen	MYP Economics & DP Business Economics & Career Counselor	h.nguyen@atscholen.nl

Ms. G. Mohrmann	Principal & MYP Humanities	g.mohrmann@atscholen.nl
Mr. R. Lee	MYP Humanities & History	r.lee@atscholen.nl
Mr. J. van Santvoort	DP Global Politics	j.vansantvoort@atscholen.nl
MATHEMATICS		
Mr. D. Nunn	MYP & DP Maths	d.nunn@atscholen.nl
Mr. H. van Rooyen	MYP & DP Maths	h.vanrooyen@atscholen.nl
Ms. E. Cox	MYP math	e.cox@atscholen.nl
Mr. R. Kooijman	DP Film	r.kooijman@atscholen.nl
SCIENCES		
Mr. J. Herman	DP SEH Sciences, Physical & Health Education (PHE)	j.herman@atscholen.nl
Mr. N. Leijten	MYP & DP Physics, MYP math	n.leijten@atscholen.nl
Ms. L. Neijenhuis	MYP & DP Chemistry	l.neijnenhuis@atscholen.nl
Mr. S. Weider	MYP Sciences	s.weider@atscholen.nl
Ms. L. Westgeest	MYP & DP Biology, Upper School & DP Coordinator	l.westgeest@atscholen.nl
Ms. A. Abrar	MYP Sciences, Physics & Chemistry	a.abrar@atscholen.nl

MISSION & VISION

International School Laren

"Building Bridges for Life. Think Big, Aim High, Act Now!"

Mission

At ISL students are at the heart of all that we do. The school:

- Provides a differentiated academic programme, challenging students to reach their fullest potential
- Empowers students with skills to become life-long learners
- Promotes international mindedness by offering a diverse curriculum with possibilities to engage with international communities
- Stimulates students to participate in local and global initiatives, in and outside the school community
- Supports students in their social and mental well-being
- Engages the whole school community

Vision

The ISL celebrates diversity of ideas and perspectives in all aspects of life and is an inclusive, international community that fosters confident, knowledgeable, and caring global citizens who strive to create a positive change in the world,

The ISL uses a holistic and academically challenging programme in a socially safe environment, empowering students to develop to their fullest potential.

The ISL students are passionate, responsible, and open-minded, inspiring themselves and others to follow their dreams.

At the ISL we strive to create an understanding of local and global issues, build bridges where we can, and make a meaningful difference in our own and the bigger world.



THE IB LEARNER PROFILE

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

IB learners strive to be:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas, and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values, and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

Caring

They show empathy, compassion, and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference in the lives of others and in the environment

Courageous

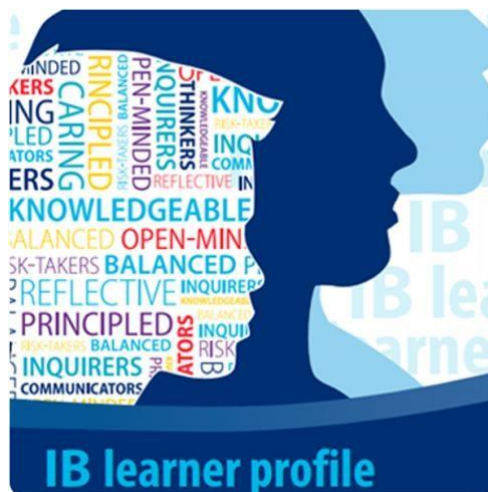
They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



CURRICULUM INFORMATION

IB World Schools share a common philosophy—a commitment to improving the teaching and learning of a diverse and inclusive community of students by delivering challenging, high-quality programme of international education that share a powerful vision. For further information about the IB and its programmes visit www.ibo.org

IB Mission Statement

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.

Middle Years Programme

Introduction

In the programme model for the MYP, the student is placed at the center, represented by the IB learner profile.



The first innermost ring describes the features of the programme that help students develop a disciplinary and interdisciplinary understanding

- Approaches to learning (ATL)— demonstrating a commitment to approaches to learning as a key component of the MYP for developing skills for learning.
- Approaches to teaching— emphasizing MYP pedagogy, including collaborative learning through inquiry.
- Concepts— highlighting a concept-driven curriculum.
- Global contexts— teaching and learning in the MYP involves understanding concepts in context.

The MYP identifies six global contexts for teaching and learning.

- Identities and relationships
- Globalization and sustainability
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Fairness and development

The second ring describes some important outcomes of the programme.

- Inquiry-based learning may result in student-initiated action, which may involve service within the community
- The MYP culminates in the personal project for students in MYP 5

The third ring describes the MYP's broad and balanced curriculum.

- The MYP organizes teaching and learning through eight subject groups: Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, Arts, Physical and Health Education, and Design.
- In many cases, discrete or integrated disciplines may be taught and assessed within a subject group: for example, history or geography within the individuals and societies subject group; biology, chemistry, or physics within the sciences subject group.

- The distinction between subject groups blurs to indicate the interdisciplinary nature of the MYP. The subject groups are connected through global contexts and key concepts.

The Course

The IBMYP offers a curriculum framework that allows individual schools to make certain choices as long as the school provides a balanced curriculum that will equip young people for effective participation in the modern world. At the International School Laren students study each of the eight subject areas:

- Language and Literature: The school offers English and Dutch.
- Language Acquisition: As additional languages the school offers Spanish and Dutch. In line with the IB philosophy we encourage students to continue developing their native language.
- Individuals and Societies: the school teaches Humanities which integrates History and Geography in grades 6-9. In grade 10 all students have History and Economics
- Sciences: Biology, Chemistry, and Physics are taught as Integrated Sciences in grades 6-8. In grade 9 and 10 the 3 subjects are taught separately.
- Mathematics: All students take Mathematics. From grade 9 onwards students who qualify can follow Extended Mathematics.
- Arts: All students have Theatre and Music in grades 6-9. In grade 10 they choose one of these subjects.
- Physical and Health Education: All students take Physical and Health Education in all year levels; the program focuses on the development of motor skills, cooperation, and a healthy lifestyle.
- Design: All students in all yearlevels study a varied Design program.

In their final year of the MYP all students complete their Personal Project, an independent piece of work that is intended to be the culmination of the student's sustained involvement with the programme's holistic approach

Assessment

Student assessment consists of two types, each with a specific function

- Formative assessment is used to judge periodically the progress and efforts of studies and to see to what extent the objectives have been achieved.
- Summative assessment takes place at the end of the programme and shows the final achievement of the individual student in relation to the specific objectives.

Assessment, whether formative or summative is carried out using assessment criteria established by the International Baccalaureate. More detailed information regarding assessment is available in the assessment information booklet, which is made available online each year.

Service and Action

A key component of the IB is Creativity, Action and Service in DP and Service and Action in the MYP. It involves an 'Action' element where students look to acquire a number of service activities for (voluntary) work completed in various local and national communities. Students

are encouraged to discover their own avenues for such work but will be guided by their teachers.



Diploma Programme

The IB Diploma Programme is designed for students aged between 16 and 19. It is a unique curriculum, not based on the pattern of a single country, but is a deliberate compromise between the specialisation required in some national systems and the breadth of learning preferred in others.

students who successfully complete the IB Diploma Programme demonstrate a strong commitment to learning, both in terms of their mastering of a range of subjects and in their development of skills and disciplines necessary for success in our competitive, global world. This is shown in the IB model of the Diploma programme.

With teaching and learning at the heart, the first ring of the DP contains the three core elements:

- Theory of knowledge (TOK), that challenges students to reflect on the nature of knowledge and how we know what we claim we know.
- Extended essay (EE), that introduces students to academic writing and research in an area of personal interest
- Creativity, action and service (CAS), in which students can engage in a wide variety of extra-curricular activities.

The second ring shows the course content with the six subject groups, from which students choose their subjects. By choosing a subject from all subject groups, the student will create a broad and challenging programme.

At the International School Laren, we offer the following subjects

- Language and Literature: The school offers English and Dutch Language and Literature, and School-Supported Self-Taught Literature.
- Language Acquisition: As additional language the school offers Dutch B.
- Individuals and Societies: Students can choose between Business Management, Economics and Global Politics
- Sciences: Biology, Chemistry, Physics and Sport, Exercise and Health Science are offered.
- Mathematics: Students can either take Mathematics: Analysis & Approaches or Mathematics: Applications & Interpretations.

- Arts: The school offers Film or the chance to choose one more subject within the other subject groups.
- Physical and Health Education: All students take Physical and Health Education in all year levels; the program focuses on the development of motor skills, cooperation, and a healthy lifestyle.

Assessment

Students will receive summative assessments approximately twice a term. The content of these assessment tasks is described in the Programme of Testing and Assessment, available on the International School Laren website from Oct 1 onwards.

In DP2, grade 12, students will take the official IB exams.

IB Diploma and university admission

The IB Diploma allows entry to universities around the world, including access to all Dutch Universities and to top North American universities such as Harvard and Yale. Some US universities offer advanced credit for IB Diploma students on certain courses. All leading universities in Europe recognize the IB Diploma. Universities might ask for specified requirements for certain studies.

Students will be guided through the process of University Admission by our counselor, Mr. Hoan Nguyen.

DESCRIPTIONS OF SPECIAL FUNCTIONS

Bullying counselor: Ms. M. Schulte, m.schulte@atscholen.nl

Acts as a mediator when conflict situations between students arise and when the mentor feels additional support is needed.

Career Counselor: Mr. H. Nguyen, h.nguyen@atscholen.nl

The careers advisor provides information and guidance to students on career opportunities and higher education, both within the Netherlands and beyond.

Class mentor

Responsible for providing study, motivation and behavioral guidance to a specific group of individual students in grades 6-10. Helping with personal or school related problems; communicating school information to students; checking and monitoring reports; liaising between home and school in educational issues as the first point of contact when problems arise.

Mentor	Grade	Email
Mr. J. Herman	Mentor 6/7a	j.herman@atscholen.nl
Ms. H. Rall	Mentor 6/7b	h.rall@atscholen.nl
Ms. M. Correa	Mentor 8a	m.correa@atscholen.nl
Mr. B. Mulenga	Mentor 8b	b.mulenga@atscholen.nl
Ms. K. Romero	Mentor 9	k.romero@atscholen.nl
Ms. A. Abrar	Mentor 10a	a.abrar@atscholen.nl
Mr. R. Lee	Mentor 10b	m.lee@atscholen.nl
Ms. J. Henning	Mentor DP1a	j.henning@atscholen.nl
Mr. N. Leijten	Mentor DP1b	n.leijten@atscholen.nl
Ms. L. Neijenhuis	Mentor DP1a	l.neijenhuis@atscholen.nl
Ms. S. Richardson	Mentor DP1b	s.richardson@atscholen.nl

Class Representatives

Class representative are elected by their classmates. They bring issues and suggestions their class might have to the head of the school. They are the students' chance to speak out and achieve something of which they are proud.

Diploma Programme Coordinator: Ms L. Westgeest, l.westgeest@atscholen.nl

Responsible for developing the understanding and curriculum of the Diploma programme.

Inclusion Coordinator: Ms. J Walta, j.walta@atscholen.nl

The special learning needs coordinator oversees the delivery of special educational needs throughout the continuum between the relevant parties.

Middle Years Programme Coordinator: Ms E. Goossens, e.goossens@atscholen.nl

Responsible for the day-to-day delivery of the Middle Year Programme, developing an understanding of MYP ethos and the requirements of teachers and students within the school; guiding and monitoring progress towards the MYP goals; liaison with local and international agencies, in particular the IB. Guiding and monitoring course selection and progress towards the successful completion of the IBMYP and IBDP programmes.

Parents Council: Ms. Jacqueline Boer, lycklama_boer@me.com, (06) 39 05 04 45

The Parents Council chair is Jacqueline Boer, and together with a number of parents they are all involved in the ISL Parents Council (PC)

The goals are:

- To represent the interests of students at the ISL and those of their parents.
- To promote contact between parents.

PC reaches these goals by:

- Maintaining contact with the school management, in order to express the wishes of their members.
- Organizing meetings for parents

Funds raised by the PC either by annual parent contributions or through fundraising activities should be spent on expenditures considered appropriate by the PC. They should benefit the ISL community.

Service and Action Coordinator: Ms. J. Henning, j.henning@atscholen.nl

Responsible for establishing the Service and Acting ethos in the school; organizing and monitoring the programme according to IB guidelines' and devising and supervising the record-keeping procedures.

Student counsellor: Ms. M. Schulte, m.schulte@atscholen.nl

The student counselor is responsible for guiding students whose school careers are affected by out-of-school or personal problems. Students are referred to the student counselor by the Deputy Head after consultation with the mentor. If necessary, the counselor will ensure contact is made with external organizations, such as the GGD (Regional Municipal Health Service), the Bureau Jeugdzorg (Youth Care Office), the Regionaal Bureau Leerlingzaken (Regional Youth Care Office), and the School Doctor. The counselor conducts regular multidisciplinary student meetings with these external organizations. Parents will be informed if these meetings indicate that additional (external) contact is required.



GENERAL BEHAVIOUR

Behaviour Expectations

In general, the school rules are simple. Students are expected to behave in a sensible and reasonable way, taking care to consider others in their actions in accordance with the aims of the school as an international community. They should neither use physical violence nor intimidate anyone physically or mentally for any reason. They should not steal and should strive to be honest both in their academic work and in general. Students should familiarize themselves with the IB Learner profile and strive to meet the goals laid down in that document.

All behavioral expectations are in effect during school excursions and exchanges.

Consequences will be followed up as for a normal school day. Any concerns about a student's behavior should be discussed with the mentor who will decide on the sanction. Students, staff, and parents/guardians work together to support these expectations

Student Charter

The Student Charter sets out the rights and duties of the student. The Student Charter applies in and around the school buildings during school time, and outside of school time during school-related events, including all out-of-school activities. The Student Charter applies to students, parents, and staff. A copy of the student charter can be found in the parent's section of the school website and is available to students online. Students are expected to

- Strive to meet the ideals of the Learner Profile
- Arrive for school on time and attend all lessons punctually
- Hand in all homework (including summative and formative) on the deadline published in ManageBac
- Be present and prepared for all timed summative assessments
- Adhere to the Academic Honesty policy of the school
- Adhere to ICT protocol and look after their MacBook at all times
- Bring to school the textbooks and exercise books required each day
- Wear appropriate clothing for school

In the classrooms

- There will be no eating (chewing gum included) or drinking (water bottles excluded) except with permission
- No student wears a hoodie or hat
- Bags should be on the floor or in the locker
- Mobile devices should be in the lockers or on silent in the bag

During breaks

- Students can go outside, to the hall, Aula, ISL wing, media center or "wintertuin"
- They cannot stay in their classrooms or locker rooms
- Students cannot leave the school premises (except DP)

In case of absence of a teacher

- Daily changes in the timetable will be communicated via SOMToday
- In case a teacher is late, the class representative will contact the service desk
- For safety and social reasons, students should not use their mobile devices during school time. They should be on silent mode in the student's locker or backpack

Social media

- When students display inappropriate behavior on social media the student(s) in question will be spoken to on an individual basis. School Management will deal with statements by students on social media, which are harmful to the school's image, accordingly. All cases of cyberbullying will be dealt with according to the anti-bullying protocol

Bullying Protocol

- The anti-bullying protocol is available on our website

Arriving late

- A student who arrives late for class for any period must report to the services desk. The student will be given a class entry permit (blue or red card) so that s/he can immediately join the class. All late arrivals will be registered and students who are late more than three times in one term will be required to attend a detention. If a student is habitually late, and no improvement takes place, parents will be asked to explain and the authorities may be informed.



ACADEMIC INFORMATION

Homework Policy

The subject teacher sets work and deadlines, marks and records homework as appropriate. Each teacher has the initial responsibility for following up on missing work. Repeated problems are discussed with the class mentor who may refer this to parents and/or the Head of School for further action

Student Charter

The Student Charter sets out the rights and duties of the student. The Student Charter applies in and around the school buildings during school time, and outside of school time during school-related events, including all out-of-school activities. The Student Charter applies to students, parents, and staff.

Academic Honesty

Students at the International School Laren are encouraged to act as critical independent thinkers and to develop their own opinions and ideas. They are also expected to conform to high standards of conduct. This "Statement on Student Academic Integrity" has been formally approved by the school's faculty and is intended to provide guidelines on academic behavior, which is generally accepted throughout the world

Academic honesty and integrity are violated if:

1. Students turn in work that they claim as their own when in fact they have received significant outside help. When a student presents work with his or her name on it, they are in effect stating that the work is theirs and is a statement of their individual achievement. Examples of outside help may be in the form of copying, directly paraphrasing, or using the ideas from another source, (for example out of a book) without clearly referring to the origins of those ideas.
2. Students use the results of another person's work (homework, computer codes, lab reports, AI etc.) and represent it as their own, regardless of the circumstances.
3. Students willfully damage the efforts of other students.
4. Students collaborate with other students who are planning to break any of the guidelines above. A clear example of this would be allowing another student to copy one's work.
5. Students turn in work which is represented as a cooperative effort when in fact they did not contribute their fair share of the effort
6. Students do not use proper methods of documentation. For example, a piece of work should:
 - Place borrowed information in quotation marks
 - Acknowledge material that is abstracted, paraphrased or summarized; citing the source of such material by listing the author, title of work, publication and page reference
 - Currently, the school uses the MLA system of referencing, and teachers are encouraged to adopt this method and promote a standardization of referencing throughout the school
7. Students recycle their own work whilst claiming it to be newly created

8. Any violation of this policy will be punished at the discretion of the school management. Clear and/or repeated cases of a violation of academic honesty could result in the forfeiture of a student's academic qualifications or the exclusion of a student from external examinations leading to such an academic qualification

Academic Achievements

Assessment is carried out according to IB assessment criteria. All overall academic grades are on a 1-7 scale.

The school report grades will reflect pieces of work moderated strictly to IB assessment criteria, as well as formative school-based assessment pieces. The weighting of the grade varies according to subject area and year level. A balance must always be made between normal student expectations appropriate for each level, and the final IB outcomes.



OFFICIAL COMPLAINTS PROCEDURE

Disclaimer: This document is a translation; no legal rights can be derived from it as it is intended for informational purposes only. Please refer to the original Dutch document for the specific contents and scope of the Complain Procedure for Secondary Education.

Complaint procedure

Where people work, concerns or disagreements can arise. Naturally, we try to limit their occurrence to a minimum; nevertheless, it may happen that pupils or their parents/guardians would like to raise a complaint stemming from an error, a particular incident, or a response from our side. Complaints may concern, for instance, the supervision of students, the application of punitive measures, students' assessment, sexual harassment, discriminatory, aggressive, or violent behavior.

Preferably, a complaint should be initially discussed at the stage where it had first occurred. In most cases, this will mean a teacher. Naturally, students can always turn to their mentors as well. If this consultation does not lead to a solution to the problem, then the complaint can be discussed with a member of the school management.

If a solution to the complaint cannot be attained at the school level, the complaining party can be advised to contact the confidential counsellor of the foundation, by writing a letter to the following address: Vertrouwenspersoon Verenigde Scholen J.A. Alberdingk Thijm, Postbus 700, 1200 AL Hilversum, or an e-mail to: vertrouwenspersoon@atscholen.nl. Should the nature of the complaint so require, the complaining party may also choose to contact the confidential counselor directly. The counselor's task is to ensure that complaints filed by students and/or parents/guardians are handled in a careful manner. The counselor will investigate whether the matter should be followed up by filing a (written) complaint with the Board or the complaints committee. He may attempt to mediate the issue in order to find a solution and, if desired, will supervise the complainant throughout the further procedure. The counselor is obliged to maintain complete confidentiality in all matters which are brought to him in this capacity. Anonymous complaints will not be taken into consideration. The official complaints procedure ('Klachtenregeling Verenigde Scholen J.A. Alberdingk Thijm VO') is made available for inspection at school. A copy of the complaint's procedure can also be obtained from there.

The plan below presents the steps that stipulate the preferred approach to handling a complaint in order to ensure that it will be resolved as prudently and efficiently as possible.

Step 1:

The student or parent/guardian, hereafter "the complainant", discusses his complaint, if possible, with the person against whom the complaint is made, hereinafter "the respondent". The complaint will be considered resolved if the complainant is satisfied, if not, follow step 2.

Step 2:

The complainant discusses his complaint with (a member of) the school management. The complaint will be considered resolved if the complainant is satisfied, if not, follow step 3.

Step 3:

The complainant brings the complaint to the attention of the confidential counselor via the school management. He verifies whether the complaint can be resolved by means of mediation, or whether there are grounds for filing the complaint with the Board (step 4) or the National Complaints Committee for the Catholic Education (step 5)

Step 4:

The complainant should, whether or not assisted by the confidential counselor, file a complaint with the Board. The Board will take the complaint into consideration. The complaint will be considered resolved if the complainant is satisfied, if not, follow step 5.

Step 5:

The complainant should, whether or not assisted by a legal advisor, file a complaint with the National Complaints Committee for Catholic Education. (Address: Postbus 82324, 2508 EH Den Haag; www.geschillencies-klachtencies.nl.) This independent Complaints Committee will investigate the complaint and advise the Board about it. The National Complaints Committee for Catholic Education will issue a recommendation to the competent authority, which consists of the following:

- a. the judgment with respect to the (non-) admissibility of the complainant;
- b. the judgment with respect to the grounds for the complaint;
- c. any recommendation regarding measures required to be taken by the competent authority.

Step 6:

Within 4 weeks of receiving the opinion of the Complaints Committee the Board will decide upon an appropriate reaction to the advice and notify the complainant along with the respondent, the principal/director of the school concerned, and the Complaints Committee in writing

ATTENDANCE

Absence for one or more lessons

Students with a special reason (e.g., doctor, dentist, specialist appointment) for a short absence from school, meaning late arrival, early departure, or absence for an hour or two must report to the student services office in advance. Absence for an hour or longer (due to oversleeping etc.) is seen as absence without a valid excuse. For any reason other than medical, for example, driving lessons, permission must be requested.

Students who miss a test due to an absence of one or more hours should contact the teacher concerned as soon as possible so that arrangements can be made to make up that test.

Absence due to a medical/dental appointment is not a valid excuse for not doing homework or a test in a particular subject.

Absence for one or more days

Being sick:

Parents are requested to phone or email (m.jaeger@atscholen.nl, g.mohrmann@atscholen.nl and the mentor) the school between 8.00 - 9.00 am to report the sickness of their child: 035 206 2202. A message can be left on voicemail.

If the sickness continues parents should update the school on a daily basis. In all cases of illness, students must report to the student services office immediately upon return to school, and hand in a letter from their parents stating the duration of the illness. This must be done before the first teaching period of the day for that student. Students who become ill during school hours must go to the student services office. No student should leave the school before the office is informed except in an emergency situation. Special Leave

In the event of absence from school for a reason not related to illness (e.g. family funeral of a near relative, special family anniversary) parents must request special leave permission (which can be downloaded from the website) at least a month before the event. The school

is bound to uphold the rules and guidelines laid down by the Dutch authorities and will report persistent cases of lateness, illness, and unexplained absence.

Absence from physical education lessons

- Students who wish to be excused from taking part in a Physical and Health Education lesson should contact their PE teacher before the lesson. If the PE teacher is not informed before the lesson, the absence will be seen as invalid.
- Students not taking part in Physical Education lessons over a longer period of time must inform the Head of the ISL of the reasons for this. A medical certificate is required in such cases. PE is an assessed subject with strict attendance requirements.
- Students not attending Physical Education lessons do not have a free period during those lessons, but should attend the lessons unless otherwise instructed

Absence without a valid excuse

- A first offense will be officially noted; students will receive a warning (red card). The student will make up the lost time on a ratio of 2:1 in the school library. The make-up procedure is an official process and must be recorded for inspection. The student is required to organize the make-up with student services
- Repeated absences without a valid excuse will lead to detention, parent interview and/or suspension. The authorities will be informed at the appropriate time. Parents and teachers concerned will be informed in such cases. On suspension, a student may not attend lessons but will be given work to do at school while suspended. In serious cases, a student may be forbidden to enter the school building during the period of suspension.
- If the student's behavior does not improve, it will be recommended to the school board that s/he be excluded from the school permanently.
- All IB programmes require that a minimum number of hours will be covered. Therefore, attendance will be considered in confirming satisfactory completion of courses.



House Rules

Excursions and insurance

The school's insurance functions as a top-up insurance for the students' individual coverage.

ICT protocol

All students in possession of a school laptop have signed the International School Laren laptop protocol and contract, thereby agreeing to the rules stated. After a three-year lease, the laptop can be bought for €1,- and students can lease a new one.

Library

The library contains resources for staff and students. The library is open from 8.15 am - 4.30 pm daily.

Leaving policy

A procedure exists that ensures all leaving students are signed off appropriately, all items of school property are returned and fees are levied accordingly. This begins with a formal letter, at least a month in advance, from the parents to the Principal of the ISL who coordinates this procedure.

Lockers

Students receive a school pass. The school reserves the right to check the contents of its lockers.

Lost and Found

The caretaker collects all the lost and found items. Students can bring or get something they have lost or have found there. Items not claimed after a reasonable period of time will be donated to charity or disposed of.

Personal property

The school cannot be held responsible for property damaged whilst on the school premises. Any valuables brought on to the school property are done so at the risk of the owner.

SCHOOL HOLIDAYS 2023-2024

HOLIDAY	DATE
Start	Tuesday, 5 September
Autumn	Monday, 23 October – Monday, 30 October (Monday 30, study day teachers)
Winter	Friday, 22 December – Friday, 5 January
February	Friday, 16 February – Friday 23 February (Fri 16, study day for teachers)
Easter	Thursday, 28 March – Monday, 1 April (Thurs 28, study day teachers)
Spring	Friday, 19 April – Friday, 3 May
Ascension	Thursday, 9 May – Friday, 10 May
Pentecost	Monday, 20 May
Summer	Thursday, 18 July – Monday, 2 September

LESSON SCHEDULE

HOLIDAY	DATE
Period 1	08.30 - 09.15
Period 2	09.15 - 10.00
Period 3	10.00 - 10.45
Break	10.45 - 11.05
Period 4	11.05 - 11.50
Period 5	11.50 - 12.35
Lunch	12.35 - 13.00
Period 6	13.00 - 13.45
Period 7	13.45 - 14.30
Break	14.30 - 14.45
Period 8	14.45 - 15.30
Period 9	15.30 - 16.15
Period 10	16.15 - 17.00

ISL SCHOOL CALENDAR 2023-2024

The school cannot permit students to take holidays outside the official school holidays. Attendance records are a legal requirement, which may be assessed by statutory bodies.

SEPTEMBER 2023	MARCH 2024
5 First day of school	4-9 Test Free Week (only DP students)
5-9 DP2 school trip	11-16 Test Week (only DP)
12 Parents Information Evening, 5-7 pm	29 – 1 April Easter Break
22 School Pictures	
OCTOBER 2023	APRIL 2024
9-12 Texel camp Grades 6/7 & buddies	1 Easter Break
13 No school Grades 6/7 & buddies	4 Grade 10 Subject choice deadline
23-30 Fall Break	9 Publication Report II
31 Halloween Dress up & Party	9 -10 Students finish at 12.35 pm
November 2023	9-11 Retakes DP
6 Parent Evening University Admission	10-12 Student-led meetings Gr 8-10
9 Personal Project exhibition	15-19 School trip Gr 8-10
17- 23 Test free week	19 Start Spring Break
24 – 1 December Test week 1 all students	24 April – 16 May DP2 Exams
December 2023	May 2024
1 Last day of test week 1	5 End of Spring Break
5 Sinterklaas	7- 17 Grade 10 e-Assessment
15 Publication Report I	16 end of DP2 exams
15 Students finish at 12.35 pm	9-10 Ascension Break (Gr 6/7/8/9/11)
18 Students finish at 12.35 pm	20 Pentecost Break
18-21 Online student-led meetings	June 2024
21 Xmas Gala	19-25 Test free week
22 start Winter Break	26 – 3 July Test Week III Gr 6-11
January 2024	July 2024
7 end of the Winter Break	4 Publication DP2 exam results
18 Young Impact Day	5 Missed exams tests Gr6-11
25 Subject Carrousel Grade 10	6 DP Graduation Ceremony
31 Study day teacher and career day students	15 World Youth Skills Day
February 2024	16 MYP Graduation Ceremony
12-15 MYP Exam focus week	17 Publication Report III
15 Subject teachers' meetings	18 July – 2 September Summer Break
16 – 25 February Break	
27 Job Fair Grade 10 and DP1	
27 Information Evening Grade 10 parents	



International School Laren
Langsakker 4a, 1251 GB Laren
Tel: + 31 (0)35 206 2202
E-mail: islaren@atscholen.nl
www.islaren.nl