



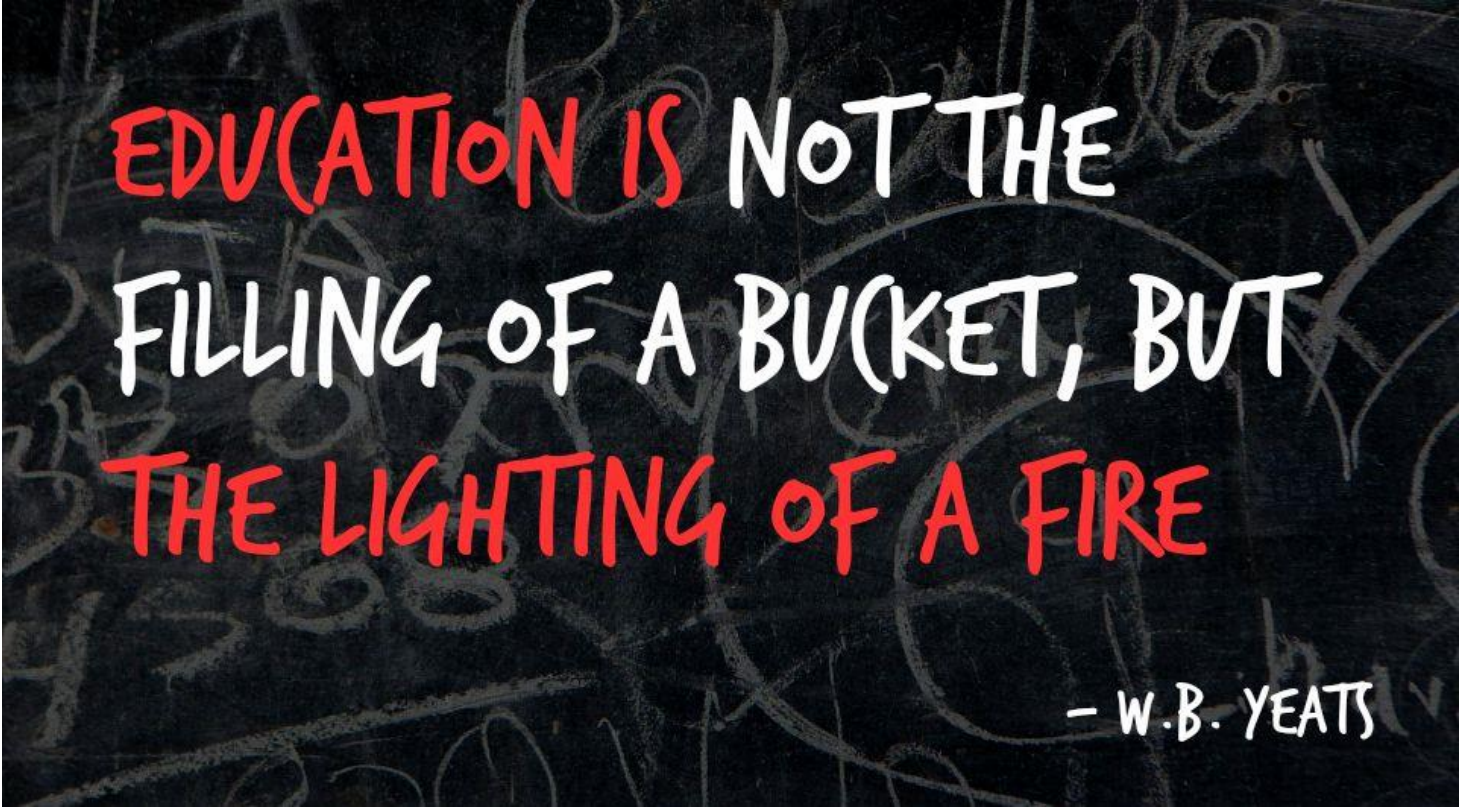
International School
Groningen

MYP 1-5

SCHOOL GUIDE 2026-27

concept





EDUCATION IS NOT THE
FILLING OF A BUCKET, BUT
THE LIGHTING OF A FIRE

— W.B. YEATS

Contents

Introduction:	5
Our values	6
Our school	8
Admission to the ISG	9
Learning Support	9
School fees:	10
Leaving the ISG.....	10
Leaving MYP	11
Safeguarding.....	11
The Middle Years Programme.....	12
Service and Action	14
Personal Project	14
Learning in school:	16
Assessment.....	16
Reporting assessment	16
Exam weeks	17
Assessment Criteria for MYP	17
Deadlines	18
Homework	18
Staff in the International School	20
Number of lessons per week.....	21
Lesson Cancellations	21
School rules	22
Learning from mistakes / Supervised reflection time:.....	23
The school day:.....	24
Lateness to school:	24
Absence and illness:	25
Absence for other personal reasons	25
Transport to school:	27
Identity cards.....	28
Year calendar	28
Holidays	28

Dress code:	29
PHE clothes:.....	29
ICT at the international school	30
Use of phones in school	31
Lockers.....	32
Lost and found.....	32
Food from home.....	32
School library	32
Books	32
Resources	33
Communication	33
Parent involvement (PSG)	33
Feedback group	33
The School Participation council	34
Student council.....	34
Medication	34
School Doctor	34
Insurance	34
Privacy protection	34
School Policies	34
Quality control.....	35
Complaint procedure	35

Introduction:

Dear parents,

On behalf of the ISG team, we would like to welcome you to a new school year for the Middle Years programme students, MYP1-5

The mission of the International School Groningen is to provide an education that allows your child to start a journey to become responsible world citizens through creative, critical, and meaningful contributions to society.

During this journey we will support and encourage the students to become lifelong learners by helping them to:

- explore their boundaries,
- take responsibility,
- and make a difference.

We will provide

- high standards of teaching and learning,
- stimulation for them to perform to the best of their abilities,
- an awareness of individual needs and talents,
- and a pleasant, secure, and stimulating atmosphere.

Our values, see page 6, summarise who we are, what you can expect and what we expect.

We therefore expect a lot from our students. In addition to being part of the school community we expect them to be on time, prepared for learning and to stick to deadlines. In addition, taking an active role in lessons but at the same time controlling their behaviour so teachers can teach and students can learn.

For many of our students we need your help in checking their planning and organisation. We strongly believe that the road for success is built on communication and support from parent, school and student working together with transparency and open mindedness.

We look very much forward to meeting you and being part of your child's future. And we wish all of our students much luck, inspiration, and success on their journey.

Mr Mike Weston

Head of School

Our values



Inquisitive

We are eager learners cultivating a desire for knowledge that extends beyond the classroom. We promote intellectual honesty and equip students with tools of critical thinking that expand ideas of what's possible, both academically and personally.



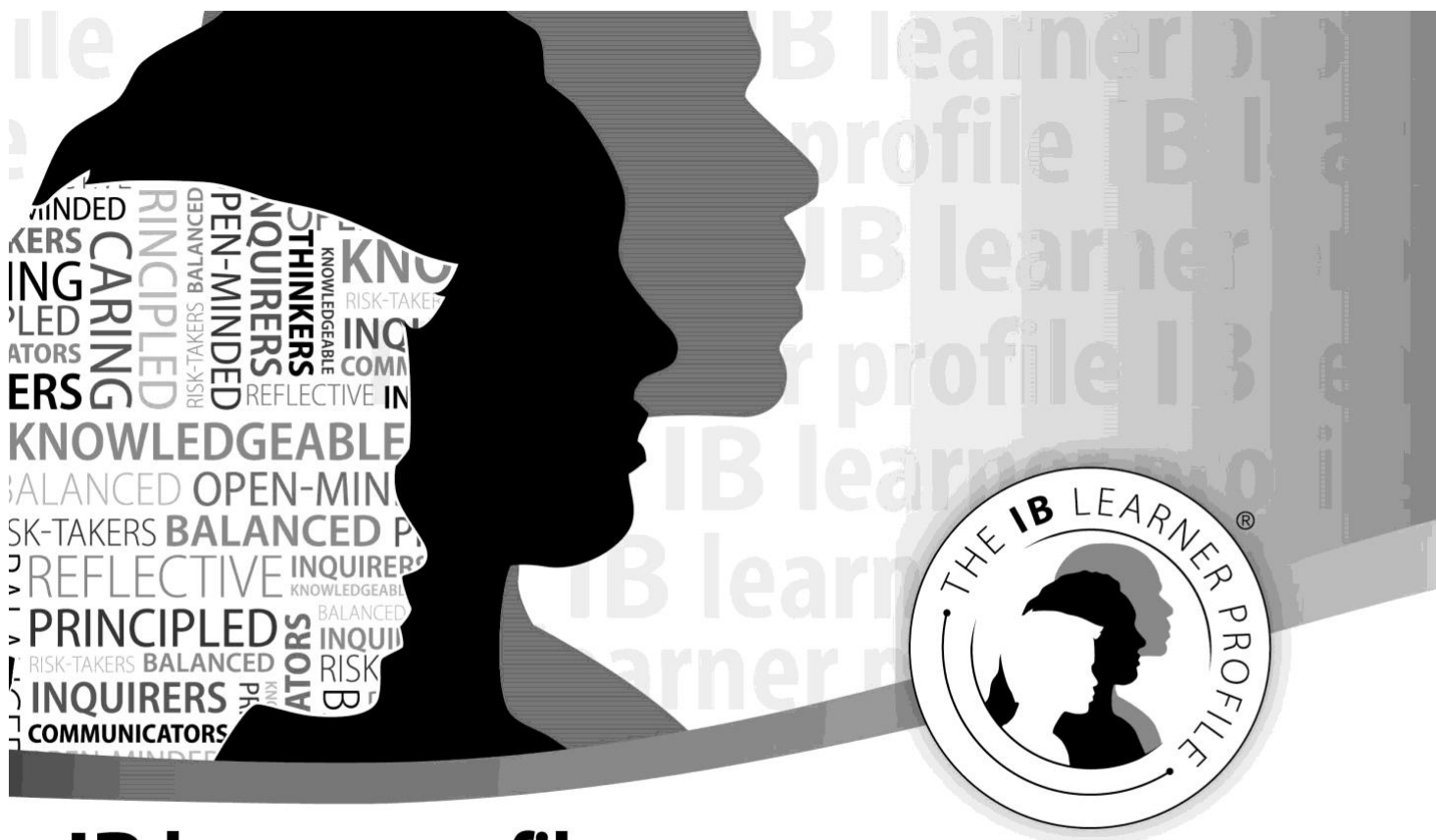
Inviting

Our Hello is a commitment to exchange ideas and experiences with one another. At ISG, everyone is welcome, equal and honoured for their particularities. Celebrating our shared culture allows us to flourish as a community of individuals.



Sincere

We communicate sincerely to convey our identity, our endeavours and our desires. By leading with transparency we avoid misinterpretation and generate a respect for difference. Together we build a safe environment where expression is free and full.



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.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Our school

Our school is a Dutch international secondary school. The school is state-subsidised and is legally accountable to the workers' agreement for all teachers in the Netherlands, as well as to the national school inspection.

Our school is part of a group governed by the Carmel Foundation (Stichting Carmelcollege), which comprises 14 secondary schools and over 50 school locations across the country. In Haren, we share a campus with the Maartenscollege. The Maartenscollege offers secondary Dutch education for Dutch students aged 12-18. Both the Maartenscollege and the ISG offer education through an MYP framework. After the age of 16, the ISG also offers the Diploma Programme to students who meet the required academic standard. This is open to both ISG students and students from the Maartenscollege who have successfully completed the first four years of the Dutch VWO programme.

To contact the Stichting Carmelcollege directly:

See <https://carmel.nl/> or call 074 - 245 55 55 / info@carmel.nl

The ISG is part of a group of schools in the Netherlands, DISS: Dutch International Secondary Schools. This body meets regularly and provides support and collaboration for all international school teachers in the Netherlands.

<https://www.dutchinternationalschools.nl/>

Admission to the ISG

Admission is described in an additional policy as well as within this school guide.

However, it's important to know that admission to the International School Groningen is governed by regulations set in place by the Dutch Government.

Students who wish to enter the schools' MYP programme (age 11-16) must fall into one of the following categories:

- have a non-Dutch nationality and have at least one parent/guardian who works in the Netherlands or in the border region of the Netherlands for a specific period of time
- have the Dutch nationality, have spent a longer period abroad, because at least one of the parents/guardians has worked abroad for a specific period of time, as a result of which the pupil has attended school there for more than two years
- have the Dutch nationality and who can show, by means of an employer's testimonial or another kind of certificate, that the parents/guardians will be dispatched abroad within two years and that the pupil will move abroad with them.

Attendance in an international primary school does not guarantee acceptance to an international secondary school: especially if parents are settled in the Netherlands for their foreseeable future.

For further information and clarification, please contact the school. The admissions policy is also available on the school's website. <https://www.isgroningen.nl/policies>

Learning Support

The international school Groningen is an inclusive school, and we do our best to cater for a student's learning needs. However, we are also a small school and sometimes do not have the expertise to cope with every eventuality. We will support parents in finding a suitable school for their child but do reserve the right to refuse admission when we professionally feel it is for the best interest of the student.

To assist in this decision-making process, it is essential the school is equipped with all information, prior reports and results of any tests before the admission process is started.

In school we have an excellent support network, consisting of a special needs' coordinator, in class support and a school counsellor.

We also use external services, and this website may be of use if you feel your child will need extra support: <https://www.eseng.nl/>

School fees:

The international school Groningen is a state subsidized secondary school. The school falls under a special law in the Netherlands which allows it to charge a compulsory fee, but also determines who can be admitted to the school. This law is known as the IGVO license.

The school fee includes all schoolbooks, but does not include school trips*, some social events, the IB DP2 Diploma Exam cost or the MYP5 personal project registration fee.

The current school fee is €7800 per year, payable over 10 months. Reductions may be made for more than one child, or starting/finishing during a school year.

Details of the yearly fee and approximate extra costs can be obtained from the school secretary, info@isgroningen.nl

(If a parent is unable to cover the cost of a school trip, they may apply, in confidence, for a reduction in cost. This may be based on a family's total income and outgoings. Please note that no student will be excluded from a school trip if they are unable or unwilling to pay. However, if the school trip then becomes financially unviable, the school reserves the right to cancel the trip in its entirety. In this case, full refunds will be offered.)

Leaving the ISG

Before a student is withdrawn from School a minimum of 60 days' notice must be given in writing using the school withdrawal form. The form is available in the parents' association files in ManageBac or from the school secretary.

School fees will be charged in full until the formal notice of withdrawal is received by the school.

Common with all Dutch international schools, the fee payable when a student leaves during the school year is calculated with respect to the month of departure:

Leaving in:

- August, September, October, November, December: 50 % is applicable
- January: 60%
- February: 70%
- March: 80%
- April: 90%
- May, June, July: 100%

For further information on the school fees please see the relevant section in the guide.

Leaving MYP

After MYP5 students have a choice of routes. Students that can prove that they are academically able to join the Diploma Programme will continue at the ISG.

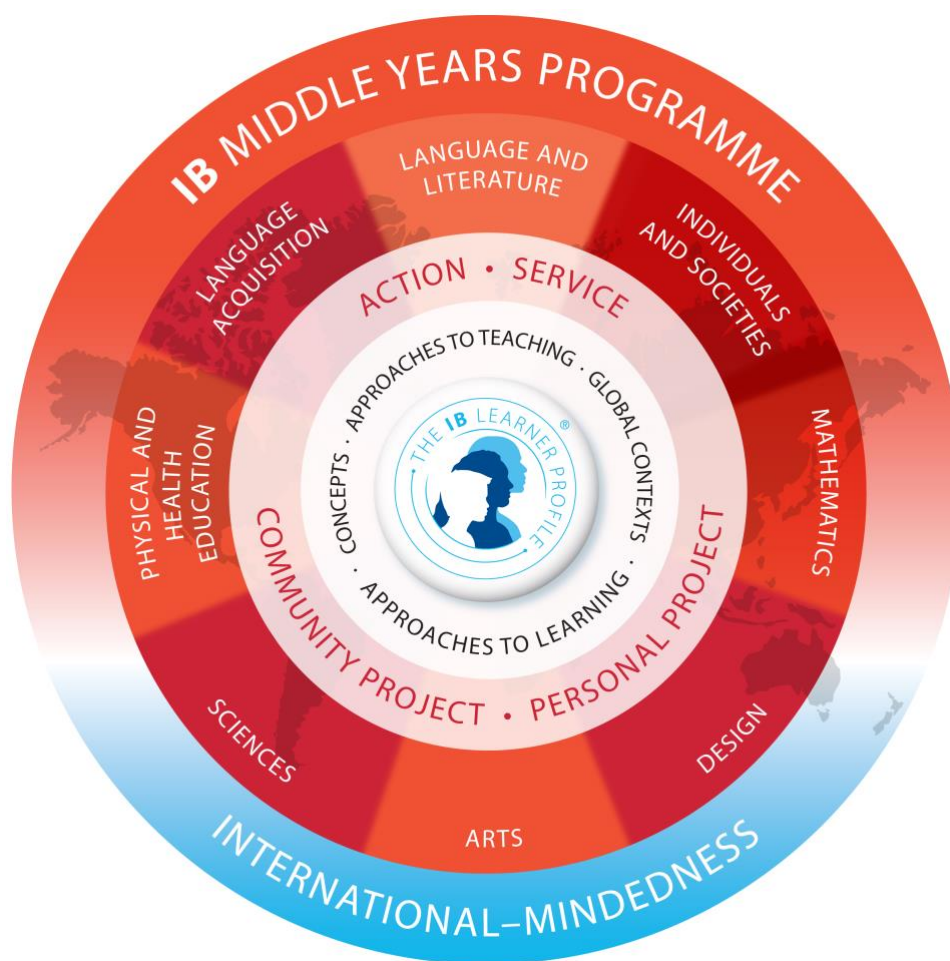
Students that are unable to meet the rigours of the DP are guided into one of the local MBO courses. Some of these are available in English. From Christmas in MYP5 students and parents have individual meetings and guidance in choosing the best route forward.

Further information, including the specific requirement for admission, is available in our admission policy.

Safeguarding

All ISG employees are required, without exception, to report any suspected cases of child abuse or neglect to the safeguarding team within the school. The safeguarding team will coordinate with the school's designated safeguarding lead Ms Langley and, when necessary, consult with or refer cases directly to the appropriate Children's Services. Each member of the safeguarding team is equipped with additional resources to aid in assessing suspected abuse. The responsibilities of ISG employees are based on Dutch laws and mandated guidelines.

The Middle Years Programme



© International Baccalaureate Organization 2024

The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world. The MYP is an inclusive 5-year program

me: students who successfully complete the MYP at the required academic level, are able to undertake the IB Diploma Programme (DP). However, leaving the MYP is not an automatic pass to the Diploma programme. Students must reach a certain academic level to ensure that they can be success in the more academically rigorous Diploma Programme. For some this may mean choices must be made to enter the DUTCH MBO programme after the MYP. It is absolutely vital that all considerations are made in liaison with the school during the MYP so we can guide and advise on the best route after the MYP.

For more information on the route after MYP, please contact the school or your child's mentor.

Each year, students in the MYP also engage in at least one collaboratively planned interdisciplinary unit that involves at least two subject groups.

MYP students also complete a long-term project called the Personal Project, where they decide what they want to learn about, identify what they already know, discover what they will need to know to complete the project, and create a proposal or criteria for completing it. This is started in summer for MYP4 (grade 9) and finishes in the spring of MYP5 (grade 10).

Using global contexts, MYP students develop an understanding of their common humanity and shared guardianship of the planet through developmentally appropriate exploration of:

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

The MYP curriculum comprises 8 subject groups, providing a broad and balanced education for early adolescents.

Language Acquisition	English, Dutch, Spanish
Language and Literature	English and Dutch
Individuals and Societies	an integrated course of History, Geography and Economics
Sciences	MYP1-3 Integrated Science MYP4-5 Biology, Chemistry, Physics
Mathematics	in MYP5 Mathematics is split into two groups: standard level and extended level
Arts	Visual Arts, Theatre, Music (MYP2)
Physical and health education	
Design	Product Design

All subject groups in the MYP share a common foundation through the attributes of the International Baccalaureate (IB) learner profile and with the fundamental concepts of the MYP:

- Holistic learning
The notion that all knowledge is interrelated, and that the curriculum should cater to the development of the whole person, the attributes of which are described by the IB Learner Profile.
- Intercultural awareness
The notion that school communities should encourage and promote international-mindedness by engaging with and exploring other cultures, a key feature of international education as reflected in the attributes of the IB Learner Profile.
- Communication
The notion that schools should encourage open and effective communication, important skills that contribute to international understanding as exemplified by the attributes of the IB Learner Profile.

(more information can be found on www.ibo.org)

Service and Action

What is Service as Action?

Service as Action encourages students to learn and grow by finding and serving the needs in their community

Our students take *action* by applying what they have learnt in the classroom and beyond. In addition, they should demonstrate a *caring* approach to the community by demonstrating a commitment to 'service' - making a positive difference to the lives of others and to the environment.

They must undertake the following activities in order to pass the MYP.

- MYP1 2 activities
- MYP2 3 activities
- MYP3 3 activities
- MYP4 3 activities
- MYP5 1 activity

An activity is a meaningful experience which the student does on their own, or in a small group, to benefit the local or larger community. This can be helping out at school, tutoring a classmate, taking part in a local community voluntary service, or raising awareness of an event by publicity and/or fundraising, just to name a few. To count or qualify for S&A, students need to demonstrate understanding that true service learning follows five stages, known as IPARD: Investigate, Prepare, Action, Reflect, and Demonstrate. These can be reflected upon in ManageBac, where students also reflect on the 7 so-called 'Learner Outcomes'.

To graduate from the MYP, the expectations above must be met in each year of the programme. All activities must be recorded and reflected upon in ManageBac under Service as Action. Further information on what constitutes good service activities is provided in the 'Service as Action' booklet, available from your child's mentor.

Personal Project

The personal project is a compulsory part of the MYP for all students in their final year (MYP5). It is a unique opportunity to explore a subject of personal interest over an extended period of time. It provides them the opportunity to consolidate their learning and develop important skills they'll need in both further education and life beyond the classroom. It also helps them develop confidence to become principled, lifelong learners.

The personal project formally assesses students' approaches to learning (ATL) skills for self-management, research, communication, critical and creative thinking, and collaboration.

Students complete three elements:

- product or outcome—evidence of tangible or intangible results: what the student was aiming to achieve or create
- process journal—ideas, criteria, developments, challenges, plans, research, possible solutions and progress reports
- report—an account of the project and its impact, to a structure that follows the assessment criteria. The report includes a bibliography and evidence from the process journal that documents students' development and achievements.

The personal project is formally assessed within school, and a selection of projects are then sent to the IB themselves for standardisation and external moderation. This checks that the school is correct in applying the grades and based on the IB's findings, grades for all students can be raised, lowered or left as the school had awarded. The final outcome from the IB is not read until the beginning the following school year, and records of achievement are then issued by the IB to each student. This forms part of the student's record of participation in the Middle Years programme.

and finally,

Every year we run a special evening to help parents understand the MYP. This takes place in the Autumn term and consists of workshops and presentations aimed at supporting parents in the learning process of the Middle years programme. We look forward to seeing you then!

Of course, our doors are always open for questions. All our teachers, mentors and the MYP coordinator is always glad to help!

Learning in school:

Assessment

MYP assessment at the ISG is very different from many national programmes.

A full description of how assessment works is given in our assessment policy. This can be found in ManageBac, under the parents' association group, under files. It is also available on request from the school secretary.

MYP assessment is criterion-based. Every task can be graded on one or more of the four criteria: A, B, C and D.

An overview of the criteria for every subject can be found on page 23

The report grades are not based on averages. IB teachers use the best fit system. They will look at the development of the students and use their professional judgement to decide which grade a student should receive.

All grades will be entered on ManageBac, so they are transparent for both students and parents.

The assessment policy provides a full explanation of assessment and is available on the school website. <https://www.isgroningen.nl/policies>

Reporting assessment

There are four periods during the school year when each child receives a report. These reports can be downloaded from Managebac. You will not get a paper version.

Form of report:

- October – progress checks (study skills only)
- January – full report 1: criterion grades, comments, and study skills
- March – summative report MYP5
- June – full report 2: criterion grades, comments, and study skills

Student led conferences

A student lead conference meeting is arranged for students and parents parents, twice a year

- Thursday 05/11/2026 (whole school) 16:00 – 20:30
- Wednesday 27/01/2027 (DP1/2 and MYP5) 16.00 – 18.30
- Tuesday 09/02/27 (MYP1-4) 16.00 – 19:00

The meeting will be led by the student, who will reflect on their successes and challenges, working with the teacher and parent to discuss strategies for further growth.

Information about the meetings will be included in the report, and you will be able to register for the appointments digitally. Appointments should be student-led.

Parents are always encouraged to seek contact with the class teacher if there are any concerns at any time. Please do not wait for the scheduled parent meeting.

Exam weeks

The school has one exam sessions for MYP5 only in the Spring: 04/03/26 – 10/03/26

The exam content will be provided to students at least two weeks before the test week.

Assessment Criteria for MYP

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Investigating	Developing	Creating / performing	Evaluating
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Community project	Investigating	Planning	Taking action	Reflecting
Personal project	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

Deadlines

It is essential that work is organised throughout the year according to the required deadlines.

Deadlines are set to spread assessment requirements throughout the year and to comply with the International Baccalaureate Organisation's international assessment requirements.

Students must organise their time to meet deadlines. If unforeseen circumstances, such as illness, prevent a deadline from being met, the student must request an extension from their mentor. This will be arranged in accordance with the school's Deadline policy (available on Managebac).

Assessments submitted late will receive a grade of zero. To support the learning process, the teacher may provide formative feedback, but the recorded level in Managebac will be zero. Because criteria are assessed more frequently in a year, there should still be an overall grade level in the final summative report, though this may be lowered by work not completed without an adequate reason.

A summative assessment usually expects a feedback turnaround of two weeks. In some cases, this may be extended, and teachers will communicate this with the students.

Homework

Homework is designed to support the learning process. Homework may be set to prepare for a lesson, to practice skills learnt or to revise for an assessment. Homework will have value, and this will be transparent between the teacher and students. We, as a school, are also aware of long school days and the immense value of sport and recreation outside of school.

To facilitate a healthy balance, we have created general guidelines for each grade level.

- In MYP1-2: the students should have homework only if an assignment is impossible to do during class hours (e.g., the reading of a book, gathering of materials, learning vocab, etc – max 30 minutes per subject per week)
- In MYP3, the students may have slightly more homework for all subjects (max 30 minutes per week per subject) – finishing tasks, practising questions, extension work, etc.
 - In MYP4-5, there are substantially more lessons for students as they have more options and splitting the sciences. In addition, students need to prepare more for acceptance into the Diploma programme. This will require more work to be done at home. However, homework will still be set with guidance of 45 minutes per subject per week, maximum 1 hour. For longer projects, over several weeks, homework should be divided by student and/or teacher into "sub" deadlines so students only spend the maximum allocated time per week. This will require planning and organisation, as leaving it all until the last minute will cause severe time issues.

Monitoring the well-being of students with homework pressure at home is an important role of parents as well as the school. If you feel things are getting out of hand, please let us know. The first step can be to make a short diary of how much time was spent on each homework task: this is

useful preparation for discussion with the school. All homework is set in ManageBac with clear instructions. Planning is essential; leaving tasks to the day before the deadline is not the intention, and teachers do not take this practice as the norm when organising their own homework activities.

We are also aware, particularly with the older students, of the pressure of test weeks as well as the need for vacation to be vacation. School policy dictates that:

1. No homework is due (including revision for tests) to be handed in for the first **three** school days after a vacation of 5 days or more. This does not include:
 - a. catch up work for missed deadlines
 - b. catch up work for students taking a 'holiday' during school time
 - c. excluding homework set on the first day(s) after the vacation
 - d. excluding the extended essay deadline in DP2
2. No homework due (or to be handed in) for a school week (five school days) before and during a test/exam week (excepting revision or preparation tasks)
3. Homework is set in advance, either in the lesson or in ManageBac. Unless already discussed in the lesson, homework should not be set after 17.00 to be completed by the following day.

Staff in the International School

Name	Last name	email	Role
Isabelle	Bartholomey	i.bartholomey@maartens.nl	Deputy Head (pastoral) Spanish LA / mentor DP1
Caroline	Bennett	c.bennett@maartens.nl	English L&L & E.A.L. / mentor MYP5 / Careers MYP4/5 & D
Kim	Bergman	k.bergman@maartens.nl	Deputy Head (MYP) / MYP coordinator / English L&L
Lucas de	Boer	we.deboer@maartens.nl	Science / Biology / ES&S / mentor DP1
Warmold de	Boer	w.deboer@maartens.nl	English LA / Design / VA
Miho	Bulder-Hosobuchi	isgabsent@maartens.nl	supply teacher / school attendance officer
Dagmar	Dekker	d.dekker@maartens.nl	English L&L
Marné	Goddard	m.goddard@maartens.nl	Maths / Biology / mentor MYP1
Wiebe Kees	Goodijk	w.goodijk@maartens.nl	Maths
Marieke	Haak	m.haak@maartens.nl	Learning Support / counsellor
Liz	Hayes	l.hayes@maartens.nl	Music
Silja	Huisman	s.huisman@maartens.nl	Theatre / mentor MYP3
Vicky	Ingram	v.ingram@maartens.nl	VA / CAS coordinator / mentor DP2
Marieke	Jonker	m.jonker@maartens.nl	Dutch L&L
Mirjam	Langley	m.langley@maartens.nl	Science / SEN coordinator / counsellor
Karen	Lewis	k.lewis@maartens.nl	Physics / TOK
Marilyn	López	m.lopez@maartens.nl	Spanish LA
Bert	Meinema	b.meinema@maartens.nl	PHE / mentor MYP2
Anre	Mey, vd	a.vandermey@maartens.nl	Physics, Maths
Bianca	Muntinga	b.muntiga@maartens.nl	Dutch LA
Charlotte	Percival	info@isgroningen.nl	School secretary / admissions officer
Sannie	Rietveld	s.rietveld@maartens.nl	Learning Support Teacher / RAW / mentor MYP2
April	Rudd	a.rudd@maartens.nl	Deputy Head (DP) / DP coordinator / Mathematics
Mayra	Schrijvers	m.schrijvers@maartens.nl	Economics, I&S, Maths
Tom	Schuringa	t.schuringa@maartens.nl	Humanities / History / Global Pol. / EE coordinator
Florence	Sinyei	f.sinyei@maartens.nl	Humanities / Study Skills
Derek	Strothmann	d.strothmann@maartens.nl	English LA / TOK / Munol
Erwin	Ten Meer	e.tenmeer@maartens.nl	Chemistry / TOK / Service as Action coordinator
Merlin	Thörmann	m.thormann@maartens.nl	Dutch B
Mike	Weston	m.weston@maartens.nl	Head of School

Number of lessons per week

Each lesson is 50 minutes

Subject group	MYP1	MYP2	MYP3	MYP4	MYP5
English language and literature (L&L)	3	3	3	4	4
Dutch language and literature (L&L)	3	3	3	3	3
English language acquisition (LA)	3	3	3	3	3
Dutch language acquisition (LA)	3	3	3	3	3
Spanish language acquisition (LA)	3	3	3	3	3
Mathematics	4	4	4	4	4 standard 4 extended
Sciences	3 integrated	3 integrated	3 integrated	2 Biology 2 Chemistry 2 Physics	2 Biology 2 Physics 2 Chemistry
Individuals and Societies (History, Geog, Economics)	3 I&S	3 I&S	3 I&S	4 I&S	4 I&S
Arts	2 Visual Arts 2 Theatre 2 Music (half yr)	2 Visual Arts 2 Theatre 2 Music (half yr)	2 Visual Arts 2 Theatre 2 Music (half yr)	2 Visual Arts 2 Theatre	2 Visual Arts 2 Theatre
Design (Product)	2	2	2	2	2
Physical and Health Education	3	3	3	2	2

Lesson Cancellations

In the international school, we limit lesson cancellations as far as possible. We have a part-time supply teacher who will cover classes; however, when there are several staff members away, we may have to resort to cancelling lessons.

If a teacher reports sick, we may have to cancel the first hour. This gives us time to arrange internal cover. We may also cancel the last hour if necessary. Our priorities are always to the younger students, and we will avoid lesson cancellations during the school day as much as possible.

In MYP5 and the DP, we expect students to be able to continue with work set without direct supervision.

School rules

We expect all members of the school community to agree and follow our values.

In addition, the philosophy that “Teachers should be allowed to teach, and students should be allowed to learn” drives our expectations.

In our school, we all care...

for each other,

- we are supportive
- we are respectful and polite in our words and our actions
- we listen to others

for our learning,

- we are responsible for our own learning
- we are on time and prepared
- we stick to deadlines

for our environment,

- we keep our surroundings clean and tidy.

For students, behaviour issues are recorded by the school in Managebac.

In serious cases or where parents need to be informed, a copy of the behaviour report will be emailed to parents. Parents may also be invited into school.

Learning from mistakes / Supervised reflection time:

At ISG, we believe that when conflicts or harm occur, it's essential to focus not only on discipline but also on healing and rebuilding relationships. The purpose of this approach is to encourage accountability and provide a space where those involved can reflect on their actions and understand the impact on others. Rather than simply assigning consequences, our approach centres around meaningful dialogue, where everyone affected can express their feelings, share perspectives, and work together to find solutions.

This method aims to repair trust and foster empathy by encouraging individuals to take responsibility and actively contribute to making our community a safe and respectful place for all. It's about creating a supportive environment where mistakes become growth opportunities, and the community strengthens its bonds by addressing issues openly and constructively. Ultimately, the goal is to restore harmony, promote understanding, and equip students with the skills to resolve future conflicts positively and respectfully.

If the student struggles with the above-mentioned approach, then the school can assign the student additional time to reflect. This time can be used for reflecting on behaviour when students have been in breach of the school rules, have been absent without good reason, or have shown continued lateness. The time can also be used to catch up on work not handed in.

The reflection time can be supervised by a member of the senior leadership team or a member of the school's support staff.

The reflection time can take place each week after the last lesson of the day, or during the 9th lesson hour, 16.00-16.50.

If a student is required to attend, the student and parent(s) will be notified at least 24 hours before the event is due to take place.

The school day:

We expect all students to be in school by 8:15 so teachers can start their lessons on time.

Mobile phones should be placed in lockers before the start of lessons at 8:20

Maartenscollege/ISG	
les 1	08.20 - 09.10
les 2	09.10 - 10.00
break (20')	
les 3	10.20 - 11.10
les 4	11.10 - 12.00
break (30')	
les 5	12.30 - 13.20
les 6	13.20 - 14.10
break (10')	
les 7	14.20 - 15.10
les 8	15.10 - 16.00
les 9	16.00 - 16.50

For development afternoons, lesson 5 will be from 12:00 - 12:50, with lunch from 12:50 - 13:20. Students are expected to vacate the building from 13:20

Lateness to school:

It's vital that students are on time to lessons. Being late disrupts the flow of learning and is therefore disruptive to the class, inconveniencing both teacher and students. When a student is late to class, this will be registered by the teacher which is then checked by the school administration.

Continual lateness (more than three times) can result in a school detention and a formal warning, in an email to parents. If lateness continues after this, the 'leerplichtambtenaar' (council truancy officer) will be informed. The school may ask the truancy officer to organise intervention between school, student, and parents. The truancy officer will then invite parents and student for a meeting. If there is a serious concern from the council and lateness continues, after twelve times the truancy officer may refer students to 'Bureau Halt'. This is a Dutch organisation with a national network of offices which aims to prevent and combat juvenile crime, including school truancy. 'Bureau Halt' offers a special programme for school absences. For more information on school attendance and 'Bureau Halt' please see:

- <https://iwcen.nl/newcomers/settling-in/education/absence-and-truancy/>
- <https://www.halt.nl/en/>
- <https://www.rijksoverheid.nl/onderwerpen/leerplicht> (in Dutch)

Absence and illness:

Absence due to sudden illness must be reported before 09.00 on the day of illness. Please email the school: isgabsent@maartens.nl. If this is not possible, please call the school (050 5340084 and leave a message on the voicemail). Notification of absence needs to come from parents, rather than the student themselves.

Students who are ill during school time should report to the school secretary. Contact will be made with parents, and a decision will be made whether the student may travel home or wait to be collected. It is vital, for this reason, that the school has updated contact details (mobile phone) for all parents, and that parents recognise the school number in their phone. (050 5375200 or 050 5340084)

Where a test or other assessment is missed due to authorised absence, students will be given a chance to resit the assessment. This will be arranged by the student at the convenience of the teacher/school. Assessments missed due to unexplained lateness or unauthorised absence will be recorded as zero. If a medical appointment is made during a formal test or assessment, then it is up to the discretion of the teacher and the deputy head of the programme whether that assessment can be rescheduled. This will depend on the urgency of the appointment. We ask that non-urgent medical appointments not be made during planned tests and assessments.

Absence due to a medical appointment must be requested in advance by letter or email (isgabsent@maartens.nl) from parents. Where this is not possible, a note is required on return to school. It is, of course, always expected that, wherever possible, students make such appointments outside of school time.

Absence for other personal reasons must be requested at least eight weeks in advance on the "Special Leave form". This is available from the school at isgabsent@maartens.nl. This form must be completed in accordance with the school's policy on attendance. The reasons for absence will be considered by the head of school, according to national guidelines, and absence may only be confirmed after their approval.

This policy is created under instructions put in place by the Dutch Ministry:

The International School is only allowed to permit student absence during term time for the following reasons:

1. **When the student is sick.** A telephone call or (preferably) an email to isgabsent@maartens.nl must be made to the school on the morning of the first day of absence, and every day of the absence thereafter.
2. **Religious festivities/obligations.** An application for absence must be made to the school at least one school day before the absence. The student is expected to catch up on any work missed.
3. **Parental Holiday:** Application for absence must be made at least eight weeks before the vacation. Permission will only be granted if parents can only take their vacation days outside the school holidays because of their profession (hotel, restaurant, farming etc). In this case permission may be granted for the student to be absent for a maximum of 10 school days (two weeks) on one occasion per year. However, this is **not** allowed during the first two

weeks of the school year. If less than 10 days is requested, it is **not** permitted to then take the remaining days at another time in the school year. Where an employer enforces vacation outside of the published school holidays, a request for absence must be accompanied by a letter from the employer supporting this. A request should be handed in to the Head of School at least 8 weeks before the holiday.

Please note that absence cannot be approved in the week before the Christmas vacation (14-18 Dec) or in the last activity week of the summer term (28 June – 1 July) except for extraordinary circumstances (see 4.)

If more than 10 days in a school year is requested, then parents must first obtain formal permission from the school's attendance officer (leerplichtambtenaar). Parental circumstances will be considered, and parents and the school will be formally notified of the officer's decision.

- a. This request can only be made once a year.
 - b. The student is expected to inform their teachers and is responsible for catching up on any work missed.
4. **Other exceptional circumstances:** Special permission may be granted for parents to take their children out of school for a maximum total of ten days in each school year due to the following exceptional circumstances. Where possible, permission must be requested at least five school days before the event.
 - Moving house – maximum one day
 - Wedding of a close relative – maximum two days
 - Wedding anniversary of parents or grandparents (12½, 25, 40, 50 or 60) – maximum one day
 - visit to Embassy/Consulate Generals for formal administrative requests, i.e. passport renewals
 - Severe illness of close relative (time allowance to be discussed with Headteacher of school)
 - Death of close relative (time allowance to be discussed with Headteacher of school)
 - Any other exceptional circumstance. Requests must be made in writing by the parent and subsequently approved in writing by the school. Where possible, requests in this category must be made a minimum of 5 school days prior to the absence.

The following reasons are **not** permitted under the category of exceptional circumstances:

- Family visits abroad
- Holidays in a cheaper period
- Booking problems for holidays
- Leaving earlier/starting later because of traveling schedule
- Participation in school time in cultural events and sports activities not organized by the school.

Leave of absence is never granted in the first two weeks of a new school year. Leave of absence can also not be approved for the convenience (or advantageous cost) of flight bookings.

Transport to school:

Students who use public transport to travel to school may apply for a permanent late slip if they are unable to arrive at school by 08.20 without leaving at an unreasonable time from home (before 07.00). These slips will be allocated on an individual basis.

Please complete and return the permanent late slip application form, available from reception. The form should clearly state the student's home address and details of bus/train times.

Travel by public transport can be checked using either <https://www.ns.nl/en> or <https://9292.nl/en> (both sites are available in English)

Apart from public transport, students may walk to school, use a bicycle, moped or car.

- Students who **walk** may enter by the Esserberg gate (Rijkstraatweg 24) - this is also most convenient for the bus stop.
- Students who are **brought to school by car** should be dropped off at the Kiss&Ride zone at the Hemmenlaan entrance, or at the Shell garage (Rijksstraatweg) where students can then walk the short distance to school, via the Esserberg entrance. Cars must not enter the entrance at the Esserberg. Students are not allowed to enter the school via the grounds of the BeQuick football club.
- Students who use a **bicycle, moped or who have their own car** must enter the school grounds via the Hemmenlaan entrance and use the bicycle parking facilities available. They are not permitted to enter via or to park at the Esserberg building or at the BeQuick stadium. Suitable locks should be used to secure property in the bicycle parking area.

Please note that for students who use a bicycle or moped it is now illegal to use a telephone whilst moving. Phones may not be held in the hand whilst riding a bicycle or a moped.

Identity cards

Dutch law states that all students aged 14 or over must be in possession of a legal identity in public areas. The Dutch government states the following are recognized forms of identity:

- a Dutch passport or a passport or identity card of a country belonging to the EU or the EEA. Passports of all other countries must contain a valid residence sticker;
- a Dutch identity card;
- a refugee/alien travel document issued by the Dutch authorities;
- a residence permit or leave to remain card (W-document);
- a driving license (in some cases).

It is therefore essential that all students from the age 14 or over carry a form of identity. For students not in possession of an identity card, it is not recommended that they carry their passport. In these cases, a good quality colour copy of the identification page of a passport (useful to store this in one's telephone) will suffice, although it must be understood that this is not a legally binding form of identity.

Year calendar

The year calendar is updated regularly, and a link can be found on the [homepage of the ISG website](#). Please check this regularly.

(Digital copy: It is also possible to view the calendar on your own device using the link: [ISG calendar](#))

Holidays

School holidays are shown on the school website. For the current school year, 2026/27, official holiday moments are:

- | | |
|---------------------|------------------------------|
| • Autumn break: | 9 - 18 October 2026 |
| • Christmas: | 19 December - 3 January 2027 |
| • Spring break: | 19 Feb – 01 March |
| • Easter: | 26 - 29 March |
| • May holiday: | 24 April - 5 May |
| • Ascension Day(s): | 6 - 7 May |
| • Pentecost Day: | 17 May |
| • Summer | 9 July – 24 August |

The school is closed for in-service training on 17 & 18 September 2026

During the year, there are also planned development days/afternoons. For an afternoon session the school will close at 13:20. These afternoons are designated by the government to facilitate teacher and school development opportunities. It may be necessary to require students to attend school on these days

For school holiday dates in future academic years please see:

<https://www.rijksoverheid.nl/onderwerpen/schoolvakanties/overzicht-schoolvakanties-per-schooljaar> (in Dutch)

Dress code:

As with all state schools in the Netherlands, there is no official dress code. However, students have chosen to come to the ISG and we do expect them to dress in a manner that is respectful and appropriate for an international, culturally aware school.

Students' attire should not disrupt the learning process or pose a health or safety issue.

ISG students should adhere to the following guidelines:

Jackets, coats, and other outerwear must be in lockers or on coat hooks during school hours. Extreme cold, when classrooms are ventilated, can allow such items to be worn in the building as necessary.

Caps, hats, hoods, and other headwear (excluding religious headwear) should not be worn in class and kept in lockers during regular school hours (lessons/activities).

Sunglasses should not be worn during lessons with medical reason. .

We do not permit

- clothing, accessories, or other items that communicate derogatory messages, or approve/provoke any form of harassment or violence against others;
- Clothing, accessories, or other items that include words or pictures that are obscene, contain sexual messages (explicit or innuendo), or promote any substance that is illegal for use by minors and/or illegal on school property.

The senior leadership team reserve the right to have the final word regarding the appropriateness of a student's attire.

All visitors to the school are also requested to respect the dress code of the school.

PHE clothes:

We expect all students to wear appropriate clothes for PHE classes. A pair of shorts and a T-shirt for indoors, a pair of shorts, a T-shirt and pants and sweater for outdoors.

Jewellery must not be worn during PHE for health and safety reasons.

In the gym hall(s) students must make sure they wear indoor shoes with non-marking soles.

ICT at the international school

Managebac (curriculum)

<https://isgroningen.ManageBac.com/login>

Managebac is a digital learning platform where all information about the curriculum, homework and grades can be found. All important documents can also be found in files.

Teachers enter all the tasks and assignments into Managebac, as well as all grades and criteria levels.

Students should upload their work to Managebac.

Managebac is also available as an app for iOS and Android. Please check your own app store.

For specific help or support with the school's ManageBac account, please email: ManageBac@maartens.nl.

For forgotten passwords, please use the forgotten password facility on the login page.

For general support or guidance on how to use Managebac, please see: <https://help.ManageBac.com/>

There will also be more opportunities to learn about Managebac during a specific workshop at the MYP workshop evening at the beginning of the year.

All new parents will automatically receive login details from Managebac itself at the beginning of the year. If this is not received, please check your spam or junk mail, and contact ManageBac@maartens.nl if necessary.

Zermelo (timetable)

<https://maartenscollege.zportal.nl/>

'Zermelo' is a website and app that shows the timetables of students and teachers. Students have to make sure they check their timetable every morning before they go to school in case of cancellations or changes to the times or rooms.

To access the site, students will receive a password at the beginning of the year. It is a secure website; timetables are not visible to the public without knowledge of the student's login details. Students and parents may also download the Zermelo app. This needs to be separately connected to the student's account for each user, via the website.

Guidance on how to install 'Zermelo' on your phone or tablet can be obtained from the school.

Office 365

<https://www.office.com> (> sign in)

Every student has a school account where they can use all the online 'Microsoft Office' programmes. They sign in using their school email address and their school password.

They also have access to download the most up-to-date 'Microsoft Office' suite of programmes onto four devices (Windows or Mac).

When submitting homework, etc, students are only permitted to upload files in the format of MS Office documents (.docx, .xlsx, .pptx) or as a PDF (.pdf). The school does not support Apple documents or other (open)text documents. Please ensure that work created in Mac applications is saved as Office-compatible documents or as PDF documents.

Office 365 is blocked outside the EU. Please contact the school secretary should your travel extend to these areas and access to school systems needs to be maintained.

Use of phones in school

The International School Groningen recognises that mobile phones and digital devices are now an integral part of young people's culture and way of life and can have considerable value, particularly in relation to individual safety. It is recognised that such technology will play an increasing part in future learning practices, but, like existing ICT use, this should follow agreed rules and guidelines to prevent disruption and instil good learning habits. The school remains concerned that the continued use of mobiles during breaks limits face-to-face interaction and does not give our students a screen downtime. This has a negative effect on student well-being.

To monitor travel information and for personal safety, students may bring mobile phones and digital devices to school. On arrival, they should be placed in the student's locker.

Parents should not call their child during school hours. In case of emergency, a call can be made to the school. We will then inform the teacher and ensure the student gets the message.

Whilst lockers are under camera surveillance, the school cannot accept financial responsibility for damage, loss, or theft.

Students who choose to bring mobile phones to school are requested to have them switched off and placed in a school locker on arrival. They should not have them with them in their bag or pockets, including during breaks and lunchtimes. All students are assigned a school locker that is available to them and can be locked during the school day. All students are responsible for their own locker keys. Lockers are under camera surveillance.

Students should also refrain from using earbuds/headphones when moving through the building. They should be placed in bags upon entry, but students may use them in silent private study sessions.

Use of cameras in school

Due to security and privacy reasons of our students, it is strictly forbidden for anyone to make video recordings or take pictures on the school premises without the knowledge or the explicit permission of the teacher and leadership of the school. In addition, no pictures or videos of staff, students or school visitors are allowed to be posted on social media sites.

Students should be very careful when making pictures of their classmates or other members of the school community. Such photographs should not be shared or posted on any social media sites (or in 'WhatsApp' groups) without the express permission of the persons photographed.

Some areas of the school are monitored by security cameras. This is to help guarantee the safety of the school community. Any footage from these cameras is only used internally and cannot be accessed by unauthorised persons outside the school. All footage is stored securely in school and destroyed after a short time span.

Lockers

Keys for lockers will be handed out at the beginning of the year. A 25-euro deposit and 10 euro per year locker rental are included in the fees. Valuable items should not be brought to school, but if it is necessary to do so, they should be left in the locker. Phones and/or money must be stored in the locker. In warmer weather, coats should also be stored in lockers, and not left on tables or outside classrooms.

The school cannot be held responsible for any lost items.

In extreme circumstances, the school leadership has the right to search student lockers at any time. In such a case, parents will be informed.

Lost and found

In the entrance hall, there is a cupboard designated for lost and found items – if something is missing, please check there!

Food from home

We expect students to bring their own lunch. There are microwave ovens available to warm up food and, at specific moments, 'tosti grills'. Kettles are also available for hot water for instant noodles, coffee, and tea. A small range of healthy hot foods, sandwiches and drinks are available in the cafeteria in the Hemmenlaan Maartenscollege. They can pay with their 'Maartens card' (see copying) or their bank card.

Computer usage

Students in MYP1-5 are required to have a laptop in all lessons. This can be purchased by parents from the school supplier. Further details can be obtained from the school.

Access to the school's Wi-Fi is given at the beginning of the school year. The school uses the 'eduroam' network, which also allows connectivity in schools, universities and educational centres around Europe.

Students are not allowed to use the school's Wi-Fi network for streaming or illegal downloading of films, media and music. The school can identify devices which misuse its internet connectivity and action will be taken as necessary.

Laptops should not be used in break times without a teacher's express permission.

School library

The library is open to ISG students who would like to borrow books or use it as a place to study.

Books

All textbooks remain the property of the International School. Every student will be issued with an individually numbered copy. Books should be treated carefully and covered within a week of receipt. Books should never be left in the common room or the classroom. Books that are lost or damaged will need to be replaced and the charge for this will be made to parents.

Resources

At the beginning of the year, parents receive the school supply list for each year group. Students are expected to have all of these resources with them on their first day of school.

Communication

We are all communicators: we express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

The school strives for open and transparent communication at all times. When students have a subject based question or query, they first discuss the matter with their teacher. They should first speak to the teacher, or if absolutely necessary they mail their teacher.

If parents have a subject concern they should first contact the subject teacher. This can be copied or passed up to the mentor as necessary. For any pastoral/social/health concerns the first point of contact is always the mentor. We prefer contact by email as telephone calls to staff are difficult to pass on due to their teaching commitments. Very urgent concerns should be made by phone to the school secretary. Staff will strive to answer emails within two of their working days. If the matter is not resolved to your satisfaction please contact the Deputy Head. If parents are still not satisfied, parents can refer the matter to the Head of the school.

In the event that the matter remains unresolved there is a further complaints procedure, outlined at the end of this guide, under the section "complaint procedure".

Please note, we do not use 'WhatsApp' as an official communication network.

Parent involvement (PSG)

The PSG has decided to focus on the fun part of the school, organising social events for students and parents. In addition, they run a support network for parents, and manage class app groups for each year grade. Each class has a parent's representative.

However, the PSG or the (informal) class WhatsApp groups are not intended to be a sounding board for school complaints. If you have a worry or a concern or a complaint about the school, please bring it to our immediate attention.

The PSG organise events such as the annual football tournament, family games evenings and the Sinterklaas event. The PSG also meets with other parents outside the school. Dates and further information will be shared at the start of the school year. The PSG welcomes and needs volunteers and your support - for all queries and offers to help please mail: isgparents@gmail.com

Feedback group

One a year parents are invited to be a part of a parent feedback group which has the opportunity to discuss school matters with school leadership. The invitation is open to all parents who may also contribute items to the agenda.

The School Participation council (Medezeggenschapsraad or MR):

The MR is made up of representatives of parents/guardians, staff and students of both the Maartenscollege and the ISG. The school council deals with a variety of subjects. It advises the heads of the school of both the Maartenscollege and the International School Groningen. Suggestions concerning regulations and other appropriate matters may be brought to the notice of the MR members. Meetings of the MR are held in Dutch.

Contact can be made via the school secretary or the secretary of the MR (mr@maartens.nl) .

Student council

The school council is a student body consisting of students chosen by other students. They meet with a member of the school's leadership team at regular intervals.

Every class has an opportunity to elect one representative to the school council.

Medication

Child requiring medication: if your child needs medication, has allergies or food intolerances, please make sure all information is listed on Open Apply when you register with the school. Updates to any medical requirements should also be made via 'Open Apply' and/or the school secretary.

School Doctor

If a student has been absent frequently because of illness, an appointment can be made with the school doctor. In specific concerns, the school may recommend such an appointment.

Insurance

Accident insurance

Full cover is provided by the school during normal school hours – including travel time between home and school. All school activities that are held outside normal school hours and which take place under the supervision of an authorised adult are also covered by the school's regular insurance.

Liability insurance

Cover is provided in case of damage, where the ISG can be held legally liable.

All parents must carry Personal Liability insurance (W.A.) and are strongly advised to have their own travel insurance for school trips.

Privacy protection

Please remember that as a school, we are not allowed to share any information regarding parents and students with any members of the school community. This includes email addresses, telephone numbers and residence addresses.

School Policies

The school has the following policies, which are available on the school's website
<https://www.isgroningen.nl/policies>

- Academic honesty policy
- Admission and inclusion policy (including requirements for admission to the diploma programme after MYP5)
- Assessment policy
- Language policy

These policies also conform to the requirements of the International Baccalaureate Organisation and are examined at each evaluation by the IB.

Quality control

The school ensures constant quality control. This involves (at minimum) the following systems:

- Yearly questionnaires in class as well as whole school (students)
- Yearly questionnaires, whole school (parents and staff)
- Lesson visits (colleagues and senior leadership team)
- IB Evaluation of DP and MYP (every five years). Next visit: November 2026

For further information, please contact the head of school

Complaint procedure

If there is a need for a formal complaint, please address this in writing to the head of school, Mr. M. Weston. (m.weston@isgroningen.nl). The head of school will arrange a face-to-face meeting within two working days.

If the complaint is unresolved the following course of action may be taken:

1. Please contact the rector (principal) of the Maartenscollege, Louwien Eising. (l.eising@carmelemmen.nl)
2. Please contact the complaint commission of board (Stichting Carmelcollege) of the school (bestuur):
Secretariaat van de klachtencommissie, Postbus 864, 7550 AW, Hengelo.
<https://carmel.nl/Klachten> (in Dutch)
Contact can also be made with the board via 074 - 245 55 55 / info@carmel.nl

For further details please see: <https://www.isgroningen.nl/documents>

Please note that this document is correct at the time of printing.

Updates may be made during the school year.

The most recent copy is available via Managebac > Parents Association > Files, or from the school secretary.

Information on the MYP has been sourced from the IB: <https://ibo.org/programmes/middle-years-programme>

Please don't forget that the best answer to questions and concerns is contact with the school. Don't hesitate to get in touch as needed.

Notes:

