



**The International School of Amsterdam**  
*to educate for international understanding*

# ISA The International School of Amsterdam



## **Our Mission**

To educate for international understanding.

## **Our Vision**

To create a community of lifelong learners who value inquiry, critical and creative thinking, take informed risks, and act with integrity and compassion.

## **Our Beliefs**

At ISA, we believe in:

Developing minds

- inquiry and reflection
- critical and creative thinking
- curiosity and open-mindedness
- professional development

Developing character

- respect and collaboration
- integrity and compassion,
- choices and risks
- Balanced lives

Developing communities

- Uniting in diversity
- Sustainable futures
- Strong Connections
- Empathy



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## *Welcome to ISA*

The International School of Amsterdam (ISA) is a recognized leader in education for international understanding. We challenge our students to discover themselves and the world around them, inspiring them to become life-long learners. We welcome you to explore our diverse community and experience a global education that transcends the classroom. At ISA, students, family members and alumni can feel at home no matter where they have come from.

ISA is a non-sectarian, non-profit coeducational day school, accredited by the New England Association of Schools and Colleges (NEASC) and the Council of International Schools (CIS). The language of instruction is English. Founded in 1964, ISA was the first school in the world authorized to teach the complete International Baccalaureate (IB) Programme to students from 3 to 18 years of age.

The academic programme has been specially designed for international students who intend to study for several years in the Netherlands before returning home or who will complete their education in one or more international schools. Our low student-teacher ratio allows teachers to meet the widely differing needs of international learners.

Our teachers come from over 20 countries and most have significant experience overseas. These highly qualified and experienced educators are sensitive to the needs of students from different cultural and linguistic backgrounds.

Our purpose-built campus is located in the quiet residential suburb of Amstelveen, a short distance from Schiphol Airport and downtown Amsterdam. The Amsterdam area, a thriving commercial, industrial, cultural and tourist centre, is one of the most favoured locations in Europe for international firms and expatriate families. The school runs buses to outlying areas, enabling families to live in a wide range of urban, suburban or country settings.

The diversity of our students and faculty creates dynamic social and academic interactions that mirror the demands and challenges of today's rapid globalization. We believe that a school can make a world of difference in the life of a student and that ISA students can make a difference in the world.

## *Our Curriculum*

ISA encourages students to become thinkers, communicators and responsible citizens within their community. The school's curriculum is based on the International Baccalaureate (IB) programmes, which are taught at more than 3,900 schools in over 140 countries. The IB Organization offers Certificate and Diploma programmes, which have become symbols of academic integrity and intellectual promise, while allowing ISA the flexibility to adapt its offerings to the particular needs of our international students.

## *Programme for success*

ISA offers the three IB programmes: the Primary Years Programme (PYP) for students in preschool through grade 5 (ages 3-11), the Middle Years Programme (MYP) for students grade 6 through 10 (ages 11-16) and the Diploma Programme (DP) for students grades 11 and 12 (ages 16-18).

Our Upper School students may opt for the IB Diploma or an accredited American-style High School Diploma.

At every grade level, the ISA academic programme is designed to:

- provide students with the skills they need to thrive in an increasingly interrelated and complex world;
- accommodate speakers of many languages and backgrounds who may join the school at any time of the year;
- ensure that students receive the individual attention and support they need to succeed;
- encourage students to become creative problem-solvers and independent thinkers;
- develop ethical standards, appreciate diversity, and create an active concern for care of the community and environment;
- allow students to make smooth transitions to other international schools or back to their national school systems.

Most of our students aim for a university education; more than 98% of our graduates enroll in university within one year of graduation.

## *Project Zero*

At ISA we foster students' curiosity, creativity and inspire students to look beyond simple answers and facts, to pursue truth and understanding. We cultivate students' thinking skills and learning dispositions in ways that lead to greater self-awareness, genuine open-mindedness and deeper content learning.

We establish a "culture of thinking" through our partnership with Harvard University's Project Zero and its Visible Thinking Network. It is the project's mission "to help create communities of reflective, independent learners; to enhance deep understanding within disciplines, and to promote critical and creative thinking." As one of the project's collaborating schools, ISA has become a site for biannual "Culture of Thinking" conferences offered by Dr. Ron Ritchhart and attended by educators from around the world. In the years since this collaboration began in 1998, ISA faculty have benefited tremendously and integrated the project's core practices across grade levels and subject areas to guide students in making their thinking visible.



## *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 at ISA strive to be:

### **Inquirers**

Students develop their curiosity, acquire valuable research skills and develop independent learning skills, which foster a life-long love of learning.

### **Knowledgeable**

Students explore concepts and issues of local and global significance. This allows them to acquire knowledge and develop understanding of a broad range of disciplines.

### **Thinkers**

Students develop critical thinking skills, allowing them to tackle complex problems and make sound, ethical decisions.

### **Communicators**

Students are able to understand and express information creatively and confidently in more than one language using various modes of communication. Students are able to collaborate with others.

### **Principled**

Students demonstrate honesty and integrity. They develop a strong sense of fairness, justice and respect for individuals, groups and communities and take responsibility for their own actions.

### **Open-minded**

Students appreciate various points of view and are willing to grow from the experience. They appreciate their own cultures while respecting the values and traditions of other individuals and communities.

### **Caring**

Students demonstrate empathy, and compassion and

respect the needs and feelings of others. Students are committed to being of service, taking action to make a positive difference in the lives of others and caring for the environment.

### **Risk-takers**

Students are able to approach new situations with confidence and have the independence of spirit to explore new strategies, ideas and roles. They are articulate and able to defend their ideas and beliefs.

### **Balanced**

Students are aware of the importance of physical and mental balance to achieve well-being for themselves and others.

### **Reflective**

Students are able to constructively consider their own strengths and weaknesses in order to support their own learning and development.

## *Primary Years*

At ISA we foster students' curiosity and creativity and inspire students to look beyond simple answers and facts, to pursue truth and understanding. We cultivate students' thinking skills and learning dispositions in ways that lead to greater self-awareness, genuine open-mindedness and deeper content learning.

Our Lower School serves students aged 3 to 11 in pre-school to grade 5. The curriculum, IB PYP, has been designed specifically for international schools and leads into the IB Middle Years and Diploma Programmes.

ISA is proud to play a leading role in the development of the IB curriculum. This course of study synthesizes the best of educational systems around the world and allows students to transfer smoothly from school to school. Through both the curriculum and its teaching methods, we wish to develop the intellectual, emotional and physical potential of each child in a welcoming, secure and stimulating environment.

Our Lower School has a constructivist approach to education, meaning that teachers encourage students to construct new knowledge from their experiences. Students are encour-

aged to think critically, work collaboratively, and to consider multiple perspectives. Students are asked to reflect upon their learning and to take action to make a difference in the local and global communities.

The PYP curriculum is organized around the following transdisciplinary themes:

- Who are we
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

These themes have global significance and are intended to help children engage with their world. Students explore each theme through a unit of inquiry developed around a central idea. These inquiries are in-depth explorations usually lasting several weeks. During the course of their inquiry students acquire knowledge and develop skills while engaging with the content in a meaningful and challenging manner.





Educating the whole child is central to the PYP. Our Lower School students spend most of their school day with a homeroom teacher who instructs on the academic core of Language arts, Mathematics, Social Studies and Science. Students also attend classes in Music, Art, Drama, Foreign Language and/or English as an Additional Language (EAL), and Physical Education, taught by single-subject teachers

in purpose-designed classrooms. Information technology knowledge and skill are gained through the one to one Ipad programme and supported by specialist teachers.

We believe field trips are essential to the learning process. From 3-year-olds touring the school grounds to look at bird nests to 11-year-olds visiting the European Space Agency,

to 8 year-olds visiting local religious sites, ISA takes full advantage of the area's abundant cultural and natural resources.

**Our Lower School is arranged in age-group units:**

Age Group	Grade Equivalent
2 – 3 years	Nursery
3 – 4 years	Pre-School
4 – 5 years	Pre-Kindergarten
5 – 6 years	Kindergarten
6 – 7 years	Grade 1
7 – 8 years	Grade 2
8 – 9 years	Grade 3
9 – 10 years	Grade 4
10 – 11 years	Grade 5

Students are usually placed with children of the same age in a class with a balanced mixture of academic ability, gender, nationality and English language ability.

The school day begins at 8:30 am Mondays to Thursday and at 9:30 am on Friday and lasts until 3:25 pm. All students have a morning recess break and snack-time as well as an hour-long lunch/recess break at midday. When the official school day ends, many of our Lower School students choose to remain on campus to enjoy extracurricular activities such as music, dance, sports, art club or language lessons. These activities are available as part of the school's extracurricular programme.

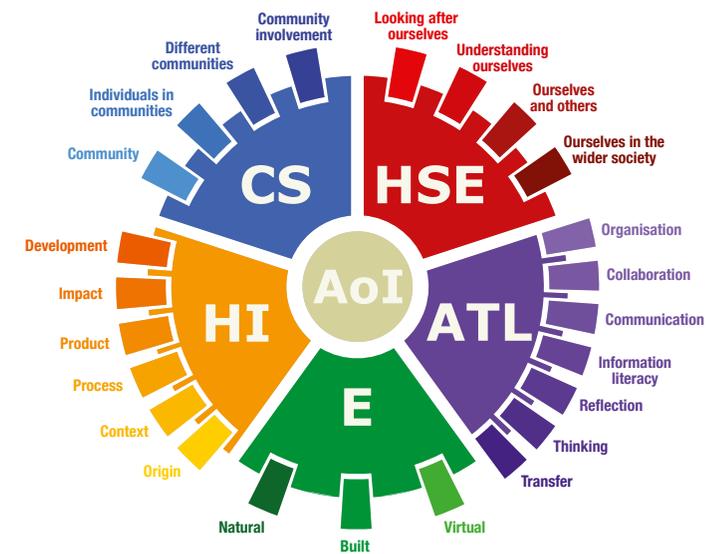


## Middle Years

ISA students in grades 6 to 10 follow the IB Middle Years Programme (MYP). Our curriculum is designed for the unique needs of children aged 11 to 16 at a time when they need to develop sound learning habits, self-confidence and a thorough understanding of their academic subjects. This student-centered educational approach both embraces and transcends traditional school subjects by helping our students see the connections between the academic disciplines.

Students follow courses in eight main disciplines: Language and Literature (English or mother tongue), Language Acquisition, Individuals and Society, Science, Mathematics, Arts, Physical and Health Education and Design. In addition to English, students in grade 6 to 10 select two acquired languages choosing from Dutch, French, Mandarin, Spanish or English as an Additional Language (EAL) (please see language section for further information). All students in grades 6 to 8 follow semester courses in music, art and drama on a rotating basis. Students in grades 9 and 10 elect to study two arts courses from music, art or drama. Design is examined from three perspectives in grades 6 to 10: Digital Design, Product Design, and Food Product Design. In grades

9 and 10 Science focuses on Biology, Chemistry and Physics as separate subjects. All grade 10 students complete a long-term 'Personal Project' as one of the final steps toward earning the IB MYP Certificate.



The Five Areas of Interaction are:

**Approaches to Learning (ATL)** is concerned with 'learning how to learn', developing strong study habits as well as critical thinking and problem-solving skills. Features of ATL include the use of a homework agenda, developing a learning disposition, reflecting and completing self-evaluations at the end of each trimester.

**Community and Service** helps students develop a sense of belonging and responsibility to their community.

**Human Ingenuity** focuses on the changes human creative genius has brought to society. Learning by example, students are encouraged to appreciate the creative drive to transform and improve life.

**Environments** develops a sense of responsibility for creating a world fit for present and future generations and is closely related to the Community and Service programme.

**Health and Social Education** concentrates on respect for body and mind and helps students to make informed choices about their own lives.

Our faculty provides a balance between academic challenge and a supportive student-teacher relationship. ISA teachers are specialists in working with the energy and enthusiasm of 6th to 10th grade students and look for ways to involve them in their own learning. As homeroom teachers and advisors, they strive to know each student as an individual. Small classes allow our teachers the opportunity to work individually with students.

In grades 6 through 8 the specialist subject teachers of English, Mathematics, Science, Individuals and Societies and English as an Additional Language also serve as middle school homeroom teachers. Students in grades 9 and 10 receive instruction from faculty who are specialists in their

respective subject disciplines. A morning break and a longer lunch period allow the students to have a snack or lunch in the dining room, relax in the student common areas, play outside in the school grounds, or visit the library, gym, or digital labs. Many students stay on after school to participate in a wide range of extracurricular activities. Most students can expect a minimum of one to two hours of homework per day.

Field trips and team-building activities enhance our academic programme. From the orientation activities at the start of the year through the various grade level trips and holiday celebrations, students in grades 6 to 10 enjoy being members of a small, supportive community within the larger school environment.



## *Diploma Years*

At ISA, students in grades 11 and 12 choose programme options leading to the IB Diploma, IB Course Certificates and/or the American-style ISA High School Diploma. Small classes and individual monitoring play central roles in the success of our diploma students. ISA teachers work closely with students to ensure that they are stimulated, challenged and supported. In addition to working with their homeroom teacher, students meet with the Guidance Counsellor to discuss their adjustment to ISA and their plans for the future. Regularly scheduled class trips, on-going community service projects and annual social events help create and sustain the feeling of closeness and community within the Upper School student body.

All students follow courses in the six groups of Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, and Arts and Electives. Languages offered include English, Dutch, French, Mandarin, Japanese and Spanish.



IB Diploma and Course Candidates make up more than 98% of ISA students in the 11th and 12th grades. For students planning to enter European and Commonwealth universities, the IB Diploma is usually the only guarantee for university admission available to international students.

For Japanese and American universities, successful participation in IB courses can promote university acceptance. Successful completion of IB exams often leads to university course credit and/or advanced university placement. ISA has offered students the opportunity to earn IB credentials since 1980. The school's record of achievement is directly related to the excellent quality of our teachers and the diversity of our programme. With the support and expertise of the faculty, students operate in an atmosphere that stimulates them to explore and excel. Personal abilities and future goals usually determine a candidate's curriculum, but the IB programme is structured to accommodate every motivated, sincere and serious student.

### **The IB Diploma components:**

1. A six-subject study – three Higher Level Studies and three Standard Level Studies for which students take externally assessed examinations.
2. An Extended Essay of approximately 4,000 words, intended to introduce students to university level research
3. A Theory of Knowledge course, which helps students explore the problematical and holistic nature of knowledge.
4. Participation in the CAS (Creativity, Action, Service) programme, intended to develop students' creativity, physical well-being and commitment to serve the communities in which they live.

The following IB Diploma courses are currently offered in grades 11 and 12 at ISA:

#### **Group 1: Language A**

- English Language & Literature - Standard, Higher
- English Literature - Standard, Higher
- Dutch Language & Literature - Standard, Higher
- Japanese Literature - Standard, Higher
- French Literature - Standard, Higher
- School Supported Self-taught Mother Tongue Literature - Standard (This is offered on a private tuition basis)

#### **Group 2: Language B**

- English - Standard, Higher
- French - Standard, Higher
- Dutch - Standard, Higher
- Spanish - Standard, Higher
- Other language Ab initio (for beginners) - Standard  
(This is offered on a private tuition basis)

#### **Group 3: Individuals and Societies**

- History - Standard, Higher
- Geography - Standard, Higher
- Economics - Standard, Higher
- Information Technology in a Global Society – Standard

#### **Group 4: Laboratory Sciences**

- Biology - Standard, Higher
- Chemistry - Standard, Higher
- Physics - Standard, Higher
- Nature of Science - Standard

#### **Group 5: Mathematics**

- Mathematical Studies - Standard
- Mathematical Methods - Standard
- Mathematics - Higher

#### **Group 6: Arts and Electives**

- Theatre Arts - Standard, Higher
- Art/Design - Standard, Higher
- Music – Standard, Higher
- Additional Choice from Groups 1 to 4 - Standard, Higher

*The school reserves the right to add or delete courses according to student demand and staff availability.*



## *Language*

Language and communication play a central role in the ISA curriculum and community. While the language of instruction is English, only fifty percent of the students joining ISA have English as their mother tongue. Our goal is to ensure that graduates are fluent in at least two languages, in fact many of our students speak up to four languages. All students participate in a rich language and literature programme.

New students whose first language is not English are evaluated on entering the school. If they need English language support, they attend English as an Additional Language (EAL) classes several periods each week at the same time other students attend language acquisition classes. The Lower School students also receive some in-class support from the EAL teachers. EAL beginners may receive

additional English language instruction and support for up to four years, including through more individualized settings when needed. Upper School EAL students have the opportunity to prepare for TOEFL or Cambridge ESOL examinations.

At ISA we place particular emphasis on language acquisition and development, which does more for the student than promote linguistic and cognitive growth: it is crucial for exploring and sustaining one's cultural identity, personal development and intercultural understanding. Such concepts are integral to our philosophy as an IB World School and our belief in providing our students with the best learning tools to succeed in life.

Students at ISA should be able to achieve the benefits of acquiring additional languages without detriment to the development in their first language. This can best be achieved if students maintain and develop their mother tongue in speaking, listening, reading and writing.

In the Lower School, language lessons aim to develop both spoken and written language along with an understanding and appreciation of culture. Dutch lessons are included in





the curriculum from pre-kindergarten (age 4) to grade 5. From grade 1 onwards, classes are divided into four proficiency levels: Beginner, Intermediate, Advanced and Mother Tongue. The Lower School does not offer mother tongue instruction in languages other than English and Dutch during school time, although some families choose to pay privately for mother tongue language lessons after school in the ISA Mother Tongue Language Academy.

In the MYP (grades 6 to 10), Language A is normally the best language of the student who is a native or near native speaker of that language. The MYP requires each student to study language and literature within this subject group. All students in grades 6 to 10 take English as Language A or an adapted version of English A if they are in the EAL Elementary programme. Students may also take their mother tongue as a second Language A. Language B is normally defined as a modern foreign language learned at school. From Grade 6 onwards, there is one mother tongue or Language A block and two additional language blocks. Students may choose to take Dutch, French, Japanese or Spanish mother tongue classes or parents can arrange for private tuition of other mother tongue languages during the school day or through the after-school Mother Tongue Language Academy. There are two additional language acquisition blocks. Students may choose to study Dutch, French, Mandarin, or Spanish

as a Language B during this time. Students in need of English language support will receive English as an Additional Language lessons during one of these blocks.

In the Diploma Years (grades 11 and 12), English, Dutch, and Japanese are offered as mother tongue languages (Language A) as part of the IB Diploma. English, Dutch, French, and Spanish are offered at Language B level. Mandarin B may be offered subject to interest and faculty availability. Students whose mother tongue language is not offered within the curriculum may opt to take a school supported mother tongue literature course on a semi private tuition basis. The school may also offer other ab initio (beginners) languages on a private tuition basis, which allows students to start another language in grade 11.

## *English as an Additional Language (EAL)*

The Lower School students begin EAL lessons in pre-kindergarten (age 4). In nursery and pre-school there is no separate language instruction, as one of the main objectives of the early years of education is the development of language. Much time is therefore spent on in-class language development activities.

In the Upper School, students whose mother tongue is not English are screened by the EAL Department to assess their ability to learn through English. This process consists of a multiple-choice grammar and reading test, a writing assessment and, where possible, an oral interview. Based on the results of this process, if a student needs English support s/he is placed into the Elementary, Intermediate or Transition level of the EAL programme. Elementary EAL is for students with little formal English. Instruction focuses on acquiring social language skills and feeling comfortable in the school environment. Intermediate EAL is for students who have successfully completed the Elementary programme or whose level of English meets the criteria for this level. Instruction moves from a focus on social to academic English and the skills needed to be successful in the content

areas. Transition EAL is the final step of the programme for students who are nearly ready to exit. This means they show independent language skills in social and academic settings and are peer competitive in most subjects.

A special English Adapted class is provided by the English department for elementary EAL students in grades 6 to 9 in which students develop an appreciation of the English language and literature as well as text handling skills.



## *Beyond ISA*

Nearly all ISA graduates are welcomed at high ranking colleges and universities around the world. The goal of ISA's guidance programme, however, is more than just ensuring university admission. We help students discover their own career goals and set them on a path that best matches their abilities and interests. Meetings with the Guidance Counsellor are part of daily life in 11th and 12th grades but begin much earlier with career planning events and with yearly meetings when students choose courses for the coming year. A fully equipped guidance centre is available for student use. Students may take advantage of test preparation courses to help with external examinations such as the SAT, TOEFL and Cambridge examinations.

Numerous colleges and universities visit ISA to recruit students, and college fairs are organized each year in this region. The Guidance Counsellor, the Upper School Head, Assistant Heads and the IB Coordinator work closely with students, parents and teachers to ensure appropriate choices are fully available upon leaving ISA.

## *Universities & Colleges*

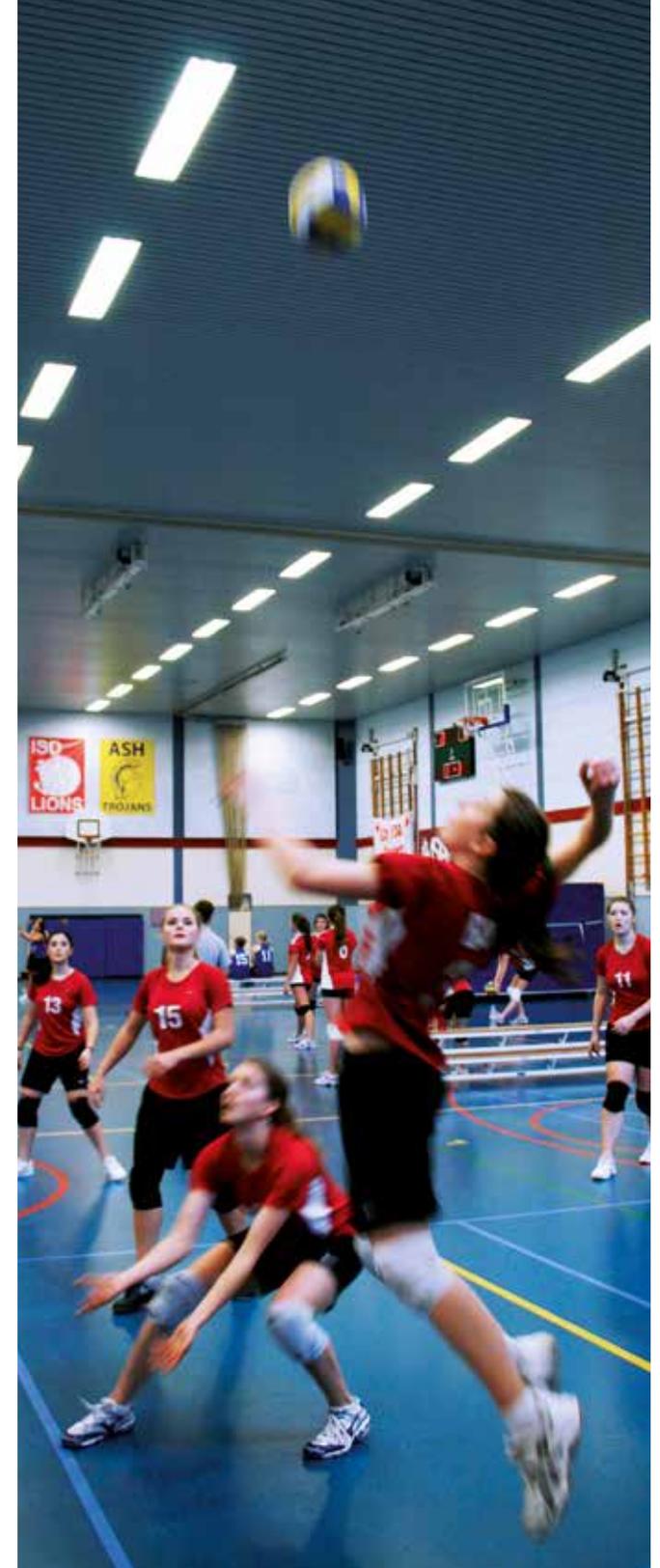
Ninety-eight percent of ISA graduates pursue higher education. Recent ISA graduates have been offered admission to institutions in many countries around the world. A representative list of these universities and colleges includes:

American University (USA)	Northwestern University (USA)
American University of Paris (France)	Princeton University (USA)
Boston College (USA)	Sophia University (Japan)
Boston University (USA)	Stanford University (USA)
Brandeis University (USA)	Technische Universiteit Delft (NL)
Brown University (USA)	University College London (UK)
Cambridge University (UK)	University of Amsterdam (NL)
Carnegie Mellon University (USA)	University of British Columbia (Canada)
Central Saint Martins College of Art & Design (UK)	University of California (various campuses) (USA)
Durham University (UK)	University of Cambridge (UK)
Erasmus University (NL)	University of California, Berkley (USA)
Georgetown University (USA)	University of Edinburgh (UK)
Hong Kong University of Science & Technology	University of Exeter (UK)
Imperial College of Science, Technology & Medicine (UK)	University of Leiden (NL)
International Christian University (Japan)	University of London (UK)
Johns Hopkins University (USA)	University of Southern California (USA)
Keio University (Japan)	University of St. Andrews
Korea University	University of Toronto (Canada)
Kyoto University (Japan)	University of Tokyo (Japan)
London School of Economics (UK)	University of Tsukuba (Japan)
Massachusetts Institute of Technology (USA)	University of Wageningen (NL)
McGill University (Canada)	University of Warwick
Middlebury College (USA)	Vassar College (USA)
New York Film Academy (USA)	Vrije Universiteit (NL)
New York University (USA)	Waseda University (Japan)
Northeastern University (USA)	Webster University (NL)
	Williams College (USA)

## *Extra Curricular*

Our extensive extracurricular activities programme provides ISA students with rich opportunities to discover and develop their talents and interests. In keeping with our school's mission to educate the whole person, the extra-curricular activities programme ranges from academic clubs to social events. Activities for parents and teachers are also organized. While a number of activities are free of charge, most after-school activities entail a fee, charged separately from tuition.

We offer a number of academically oriented extracurricular activities, including curriculum-related fieldwork and field trips both in the Netherlands and abroad. These vary from offering support at a Maasae girl's school in Tanzania to planning and running a Special Olympics day for a local school for students with special needs. An after-school Language Academy provides small group lessons in numerous languages. Students may also participate in international school science fairs, mathematics competitions, Girl Scouts and Boy Scouts, the International Youth Award (Duke of Edinburgh) programme, the Model United Nations and the Global Issues Network.





Athletics play an important role in the lives of ISA students. In addition to the required physical education programme, there are school teams for students aged 10 to 18 in basketball (boys and girls), cross country running (boys and girls), rugby (boys), soccer (boys and girls), softball (boys and girls), swimming (boys and girls), tennis (boys and girls), track and field (boys and girls) and volleyball (boys and girls under 12 and girls). Competitive games and tournaments are arranged with other international schools, particularly under the umbrella of the Northwest European Council of International Schools (NECIS). Participation in venture sports is encouraged through ski trips, visits to outdoor pursuit centres and the Duke of Edinburgh Award programme. For Lower School and Upper School students, extra-curricular activities including basketball, gymnastics, judo, soccer, swimming, cross-country running, rugby, volleyball, tennis and yoga are available.

A wide range of performing and visual arts activities for students in all grades complements the curricular offerings. The school hosts the ISA Music Academy - a team of specialist instrumental and vocal teachers who provide lessons after school. The school choirs also perform regularly. There

are several Drama and musical productions throughout the school year. Dance classes, including ballet, tap, jazz and modern dance, are available for students of all ages. Students interested in the visual arts may join one of a number of after-school clubs. Students participate annually in the Solo and Ensemble Festival, the International Theatre Association Festival and other arts events. The School also regularly plays host to visiting artists and groups.

In addition to the wide range of after school activities, we offer a large number of social events that are hosted by the Student Council and the Parent Teacher Association. Upper School dances and grade level dinners, fundraisers, book fairs and special events form an intrinsic part of school (and community) life at ISA.

## *Our Community*

ISA families come from more than 50 countries, creating a community rich in varied backgrounds and experiences. The school community is much more than just the students. In fact, one of the aspects parents most often remark on when discussing the school is the ease with which both children and parents form friendships and become involved in the life of the community.

Communication is an important aspect of the ISA community. In addition to the Weekly Update and the ISA Newsletter, we send individual academic reports several times per year. A variety of information is available to our parents through the school's community website. Parents also have several opportunities throughout the year to speak with teachers about the academic programmes and their children's progress. Both the Lower and Upper Schools have a Parent Advisory Council composed of parents, teachers and administrators who meet regularly to share information, ask questions and discuss a variety of issues concerning day-to-day life in the school. Additionally, ISA's Board of Governors, whose role is to set policy and assist the school in meeting its long-term goals, provides opportunities for parents to ensure the school's future will be as bright as its present and past.



Parental involvement centres around the Parent Teacher Association (PTA). Every ISA parent is automatically a member of the PTA. The PTA has a wide range of activities such as International Brunches, Grade Coffees, excursions organized by the 'Lets Go' committee, Book Sales, fairs and "Let's Talk" language lessons. Parents can help organize one of the events, or simply attend. Many parents volunteer in the school by helping in the classroom

or library, by joining the Yearbook Parent Team or by supporting sports teams through the Booster Club.

There is also a well-stocked PTA shop, 'The Bear Necessities', which carries school supplies and ISA logo items.

## *Our Campus*

In 1996, ISA moved into a new campus specifically designed for international education. Our state-of-the-art purpose built facilities include a professional development centre, three libraries, a theatre, eight science laboratories and specialist rooms for music, art and drama, as well as three gymnasiums. Our three gymnasiums, discovery oriented playgrounds and adjacent playing fields are large, well equipped and secure.

ISA has specially designed 'clusters' of classrooms for each age group and academic discipline that are arranged around the school's central courtyard. The Science laboratories, for example, are located around a common area for shared chemical storage and lab preparation and enjoy direct access to a pond and garden while in the Lower School, each cluster features a common area filled with age-appropriate learning materials and furniture. This design allows ISA's teachers to work together, to combine classes for projects, to let a small group work with a tutor, or to display student work. Even the windows overlooking the central area create an open, airy feeling while not compromising the quiet working environment.

The carpeted classrooms and hallways, graceful broad cor-

ridors, warm colours and natural light create a welcoming atmosphere, ideal for communication and creativity. ISA was designed both by and for its community. Teachers, parents, students, architects and expert consultants all contributed to the design and the result is a beautiful, comfortable and practical space for students to come together, share ideas and learn.

The PTA calendar starts with the Welcome BBQ, a great

way to meet new and old friends at the start of each school year. The PTA Winter Fair and Spring Fair also offer excellent opportunities to purchase holiday gifts from some of the many Dutch and international vendors and the SHARE committee hosts a number of social events with all proceeds donated to charity.

The PTA looks forward to welcoming all new parents and is happy to help with your transition to ISA.



## *Health and Safety*

We have a well-equipped child-friendly Health Clinic which is accessible to students during school hours. In addition, the School Nurse provides helpful information regarding health care in the Netherlands. The full health programme includes regular visits by the school doctor, dental checkups and treatments in school, annual immunizations and hearing/vision checks.

The school adheres to Dutch law in providing ample, fully qualified first-aid personnel at all times who regularly refresh their training in evacuation and other safety procedures.

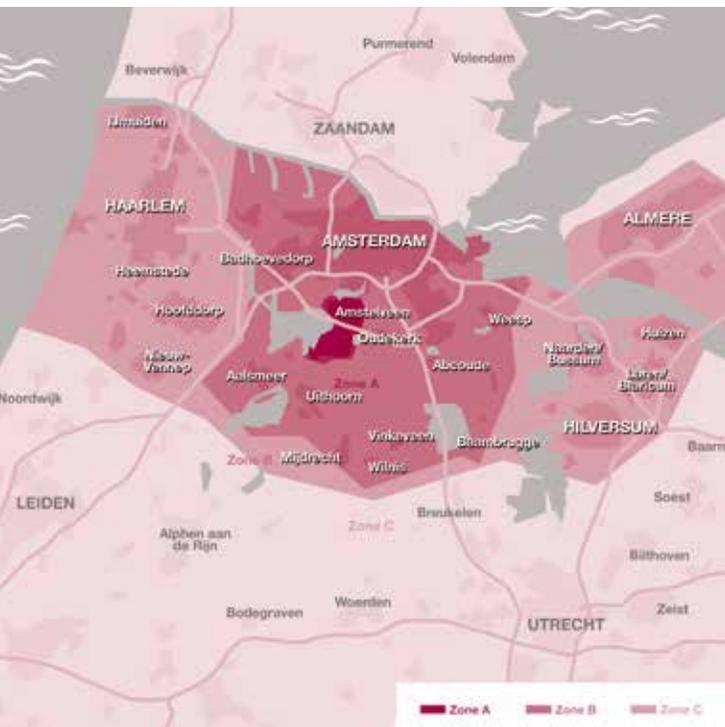
## *School Dining Hall*

ISA food services are handled by Van Rijn Catering. George's Place, our school dining hall, is open every school day from 7:30 - 16:30 for snacks and coffee. Lunch is served around noon, and students eat with grade/unit groups.



Lower School students may purchase the daily hot lunch menu, purchase milk or juice to drink with a brought lunch or bring their own lunch and drink. The menu for the coming weeks is published on the community website. Lunch cards valid for 10 meals or drinks

are available for purchase from Van Rijn Catering during school hours. Upper School students may bring a lunch, choose from the daily offerings (usually including salad bar, sandwiches, yogurt, fruit and snacks) or opt for the daily hot lunch menu.



## Getting Here

**By School Bus:** ISA organizes a bus service for families living within zones A, B and C (see map). The bus service is arranged by the school administration and is monitored by the bus coordinator. Although ISA contracts a private bus company, every effort is made by school personnel to ensure the safety of the students and the smooth running of the service.

Bus routes are served by mini-vans accommodating children from a particular area. Families live both close to the

school and in the outlying towns. The bus routes are determined according to the addresses of the students involved, but as a general rule door-to-door service is available to all ISA students regardless of where they live. Bus fees are charged according to the distance from the school (zones A, B and C as pictured on the map). Please refer to the schedule of fees in the supplemental information insert for costs. Morning pick-up times vary according to the distance from the school. Buses typically arrive at school between 8:15 am and 8:25 am and depart in the afternoon at approximately 3:40 pm. Students who stay after school for extracurricular activities and who miss the afternoon bus must arrange their own transportation home. Families may choose one of three bus plans: mornings only, afternoons only, or mornings and afternoons.

The children may begin riding the bus from pre-school age if parents wish. Child seats are available and all buses are fitted with safety belts. Young children will be escorted into school by the driver in the morning. Lower School staff ensure that children board the correct bus at the end of the day.

Public transportation is plentiful and convenient in the area surrounding the school. Public bus, tram and train routes connect the school with most areas where students live.



**By Car:** From the A9 Ring Highway, take the Amstelveen/Amstelveen Zuid exit (#5). If coming from the West turn right onto the Van der Hooplaan; if coming from the East turn left onto the Van der Hooplaan. Follow the Van der Hooplaan straight through. At the second roundabout, turn left onto the Sportlaan. The school is approximately 300 meters on the right.

**By Public Transport:** Take Tram 51 to the 'Sportlaan' stop. The school entrance is approximately 200 meters along the Sportlaan from the South-West corner of Sportlaan and Beneluxbaan. The school building can be seen through the trees at the corner. From Schiphol Airport take the train to the World Trade Center (WTC) and change to Tram 51 (as above).



**Mixed Sources**

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