



SCHOOL GUIDE 2024-2025



WELCOME TO INTERNATIONAL SCHOOL DELFT

We are proud to present the International School Delft (ISD) Guide for the 2024-2025 academic year.

ISD is an IB World School offering the IB Primary Years Programme (PYP) in Primary, and the IB Middle Years Programme (MYP) and IB Diploma Programme (DP) in Secondary.

Founded in 2014 as a small international primary school with fewer than ten children, ISD has grown significantly. By June 2024, we celebrated our 10th anniversary with approximately 230 students from diverse backgrounds. ISD Primary is overseen by the Board of the Laurentius Stichting.

In 2019, ISD expanded to include a secondary school with two MYP classes. For the 2024-2025 school year, ISD Secondary will teach around 270 students and celebrate the graduation of its first IB DP cohort. The Secondary school is governed by the Board of the Stichting Lucas Onderwijs.

The two school boards collaborate closely to offer a cohesive IB education from Primary through Secondary levels. Our curriculum emphasizes inquiry-based learning and maintains strong connections with TU Delft.

This school guide provides comprehensive information for parents, students, and stakeholders about our IB programmes (PYP, MYP, and DP), our teaching and learning approaches, and our organizational structure. It also includes practical information particularly relevant to parents and students.

Our dedicated team is committed to focusing on the learning and well-being of our students, ensuring an inspiring and joyful school year ahead.

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Staff can be contacted by using the email address of the staff. There is a list of staff and their emails on page 41-42

Illness

When parents/guardians wish to report a student absent for the day due to illness, this should be **before** the start of the first lesson.

Primary: inform the class teacher via the Toddle Parent app.

Secondary: absence@internationalschooldelft.org or via the Magister app.





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1. SCHOOL PHILOSOPHY

1.1 SCHOOL PROFILE

The International School Delft (ISD) is an IB World School, offering the Primary Years Programme (IB PYP) in the Primary school and the Middle Years Programme (IB MYP) and Diploma Programme (IB DP) in the Secondary school.

Uniquely situated in the historic town of Delft and closely connected to the Technical University of Delft, ISD provides a continuous and inspiring future-oriented learning environment that emphasizes innovation, design, and technology.

As a relatively small international school, ISD fosters a tight-knit and friendly community of students, staff, and parents from diverse cultural backgrounds. Our aim is to serve as a hub for both the international and local communities of Delft. To achieve this, we cultivate connections with other international and national schools in the region. Our partnerships include the Technical University of Delft, True Colors childcare, the City of Delft, and various companies and cultural and social organizations in the Delft area.



1.2 MISSION AND VISION

1.2.1 MISSION STATEMENT

Our mission statement is:

“Inspiring learning for a sustainable future”

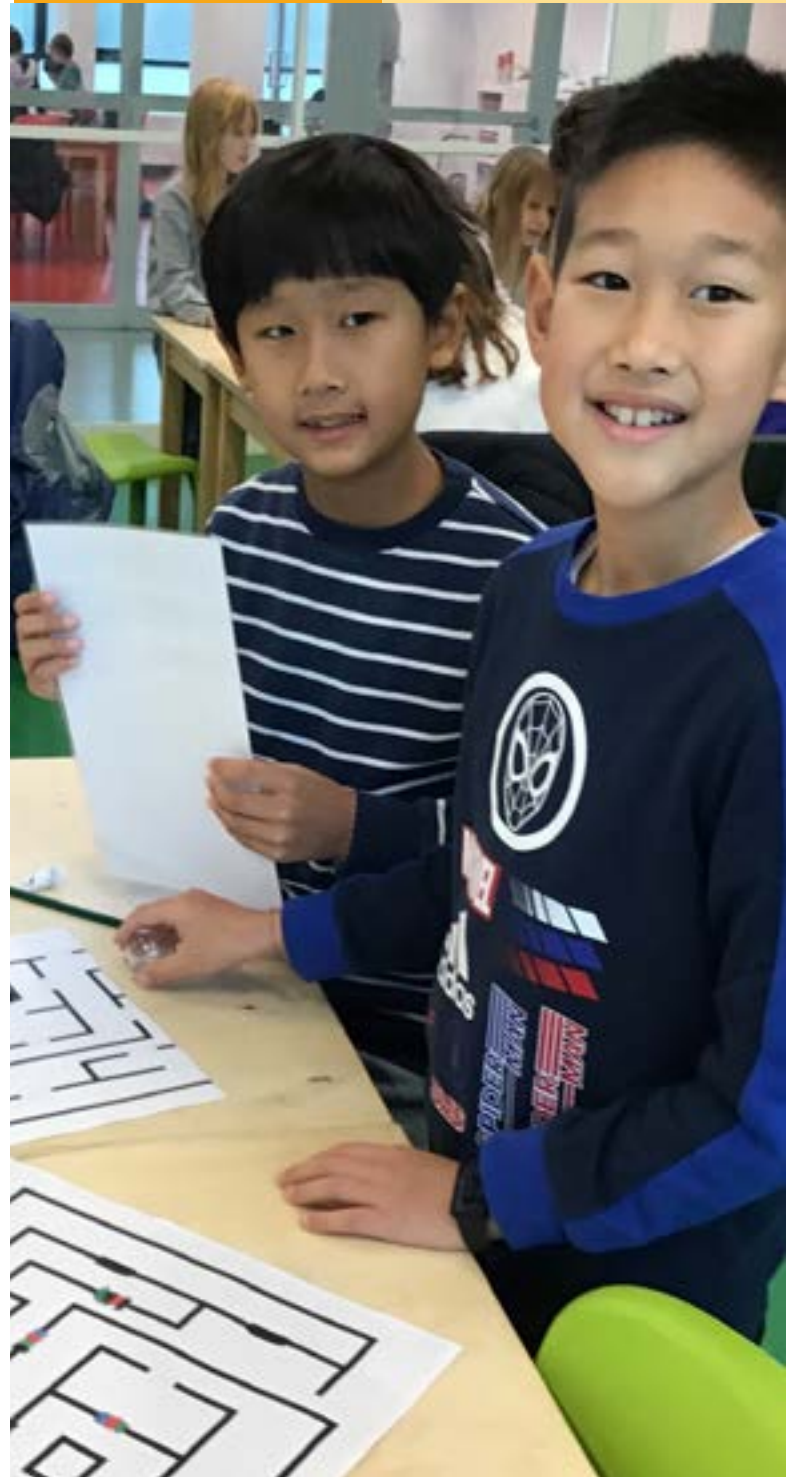
1.2.2 VISION STATEMENT

Our vision is to be an inclusive community that embraces authentic, inquiry-based learning that creates compassionate, internationally minded individuals, who strive to make a positive and peaceful change in the world.

1.2.3 GUIDING STATEMENTS

International School Delft develops a community of learners who are well prepared for present and future challenges by:

- embracing diversity and promoting international mindedness;
- becoming self-navigating inquirers eager to embrace complexity and solve problems;
- valuing collaboration and demonstrating care and compassion;
- developing a sense of agency;
- taking responsibility for the world around them;
- engaging in high quality inquiry-based learning.



2. INTERNATIONAL BACCALAUREATE

The International Baccalaureate curriculum provides the framework for the curriculum at ISD.

The International Baccalaureate offers education for students from age 3 to 19, comprising of 4 programmes (PYP, MYP, CP and DP) that focus on teaching students to think critically and independently and how to inquire with care and logic. ISD offers 3 of the 4 IB programmes: the IB PYP, the IB MYP and the IB DP.

The IB prepares students to succeed in a world where fact and fiction, merge in the news, and where asking the right questions is a crucial skill that will allow them to flourish long after they've left our programmes.

We are supported by IB teachers and coordinators who develop and promote the IB's curriculum in almost 5,000 schools globally every day, in over 150 countries around the world. (www.ibo.org)

IB schools share a common philosophy — a commitment to high quality, challenging, international education that International School Delft believes is important for our students.

Children from an internationally mobile family, studying the IB programme, can be confident that their learning can be successfully continued in other IB schools around the world if the family moves to a new location.

2.1 IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



2.2 THE IB LEARNER PROFILE

Central to the IB programmes is the Learner Profile, which includes ten positive attributes that will support students in being successful both during and beyond their school careers.

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

IB learners 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 others and ourselves. We recognise 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.



3. GOVERNANCE

International School Delft is governed by two co-operating school boards:

- Laurentius Stichting is the board of 29 primary schools, including ISD Primary, and 1 school for ‘praktijkonderwijs’ in the Haaglanden region.

www.laurentiusstichting.nl

- Lucas Onderwijs is the board for more than 80 primary and secondary schools, including ISD Secondary, in the Haaglanden region.

www.lucasonderwijs.nl

The two boards work in close co-operation to carry out their board responsibilities for the two divisions of ISD.

It is their ambition to consider ISD as one school that offers a vertically aligned international educational programme for students aged 4-18.

ISD is partly state-funded and for the quality and provisions of its educational programmes accountable to the Dutch Ministry of Education.

State-funded International Schools in The Netherlands are all affiliated with a local Dutch school. Through the Laurentius Stichting, ISD Primary is affiliated with the Gabriëlschool, a Dutch primary school in Delft. Through the Stichting Lucas Onderwijs, ISD Secondary is affiliated with Stanislascollege Westplantsoen, a Dutch secondary school in Delft.



The Board of the Laurentiusstichting is situated in Delft and consists of two people:

- Mr. K. Tigelaar, chair
- Mr. T. Christophersen, member

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The Board of the Stichting Lucas Onderwijs is situated in Den Haag:

- Mr. E.H. van Vliet, chair
- Mw. G.H.M. Leijh, member

The regional Director for the Stichting Lucas Onderwijs:

- Mr. J.A. Wolthuis

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4. DUTCH INTERNATIONAL SCHOOLS

International School Delft is a member of the Dutch International Schools (DIS), a group of primary and secondary schools providing international education with the aim to serve the international community in The Netherlands. As a professional network, DIS schools co-operate in areas of e.g. quality management and professional development of staff.

The DIS schools originate from a Dutch government initiative and were established to offer state-(co) financed educational provisions to meet the needs of the international community. The state subsidy allows the DIS schools to offer high-quality international education at affordable fees.

More information: www.dutchinternationalschools.nl



5. CURRICULUM

5.1 TEACHING AND LEARNING AT ISD

Learning at ISD is inquiry-based and child focused, where students construct their own understanding of global contexts and concepts. The curriculum is engaging, relevant, significant and challenging for our students and based on thorough and ongoing assessment.

With small class sizes and differentiated teaching of students, learning can be accommodated for students of a variety of ages and stages at ISD. Our teachers are focused on personalised learning opportunities for the students.

5.2 PRIMARY YEARS PROGRAMME

Primary students in the 21st century are faced with the challenge of learning about an inter-connected world where knowledge is constantly developing. The IB Primary Years Programme (PYP), designed for students aged 4 – 11, prepares students to become active participants in a lifelong journey of learning. The PYP strongly promotes constructivist, conceptual and inquiry-based learning. This allows learners to explore their own questions, construct new knowledge and transfer these ideas to a conceptual level of understanding.

5.2.1 THE PYP CURRICULUM

Traditional academic subjects are part of the programme; however, we teach them in multi-, or interdisciplinary lessons under transdisciplinary themes. This way, we emphasise the interrelatedness of knowledge and skills.



Six themes

The programme is defined by the following six transdisciplinary themes of global significance. These themes are explored using knowledge and skills derived from six subject areas, with a powerful emphasis on inquiry-based learning:

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

Students at ISD are taught in English. In addition to their regular programme, students also have Dutch lessons, Physical Education and Music lessons. Art and Drama are built into the regular programme.

5.2.2 THE PYP EXHIBITION

In the final year of the PYP, students, carry out an extended, in-depth, collaborative project known as the PYP exhibition.

This involves students working collaboratively to conduct an in-depth inquiry into real life issues or problems. Students collectively synthesise all of the essential elements of the PYP in ways that can be shared with the whole school community.

It also provides teachers with a powerful and authentic process for assessing student understanding.

The exhibition represents a unique and significant opportunity for students to exhibit the attributes of the Learner Profile developed throughout their engagement with the PYP. It also provides schools and students with a wonderful opportunity to celebrate the transition of learners to the next phase of their education.



5.2.3 PYP ASSESSMENT

At ISD, we align our understanding of the role of assessment with the International Baccalaureate's philosophy of learning, where assessment in the PYP is an integral, integrated and iterative part of teaching and learning. Nurturing an assessment culture in our transdisciplinary approach to education where progress, growth and learning are core, requires students, teachers and parents to become increasingly assessment capable as a community. In this environment, students are supported through the development of their interests, the subject-specific knowledge and skills (Scope and Sequences), conceptual understandings and the Approaches to Learning. Teachers and students co-construct, discuss and reflect on learning goals, processes and success criteria. The learning processes and outcomes are valued. Integrated assessment is ongoing, relevant and varied (including unit reflections and portfolios etc), while being both backward and forward looking. As assessment is integral to learning, it is fundamentally caring, thoughtful and supportive to meet each student's needs. In the words of Maria Montessori: 'We should be prepared to serve the children as a servant, to observe carefully as a scientist and to love and care as a saint.'

Purpose of Assessment

Insights from the assessment process provide evidence of learning. This involves the learner and teaching and learning community. These insights are used to inform increasingly impactful future learning and teaching, primarily through monitoring and documenting, with some measuring and reporting of progress. It is an ongoing process of observing, gathering, analyzing, reflecting, and responding to evidence of student learning.

5.2.4 PYP REPORTING PROGRESS OF STUDENTS

Parents are encouraged to maintain a close dialogue with their child's teacher in order to enable them to actively support their child's education. However, there are also five times in the school year when student's progress is reported to parents as well as opportunities to celebrate children's learning throughout the year.

October: Parent-Teacher Meeting – an opportunity to find out how your child is settling in at school;

February: Mid-Year Report – a written report on student progress in the year so far;

April: Parent Teacher meetings - an opportunity to look at the progress of your child

May: Student led conferences (SLC's) – when students have an opportunity to lead their parents through a conference sharing their learning at school;

July: Final Written Report – the end of year report on progress achieved

5.3 MIDDLE YEARS PROGRAMME

The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP is academically rigorous. It emphasises intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement - essential qualities for young people who are becoming global leaders. The programme is built upon the framework of the MYP programme model. Key in this model are the global contexts, concepts and approaches to learning.



Distinctive features of the MYP are:

- Teaching and learning are based on inquiry, action and reflection.
- Learning is centred on the understanding of key concepts or big ideas in global contexts. The key concepts, and related concepts, provide breadth and depth within and across the different disciplines, while the global contexts support international mindedness and global awareness.
- Approaches to learning (ATL) is a set of skills that are developed across all subjects. The aim is to acquire relevant skills that support learning across the curriculum and for the student to be better able to manage his/her own learning both independently and with others.
- Service as Action is a required component of each year of the MYP. Students engage in activities that build connections between what they learn in the classroom and the communities outside. The students are guided in their service activities to ensure that the activities are age appropriate and offer a challenging learning experience.

5.3.1 SUBJECTS IN THE MYP CURRICULUM

At the International School Delft, MYP students will study the following subject areas in MYP 1 - 5 in 2024-2025.

Language and Literature

The school offers English and Dutch as Language and Literature courses. The Language and Literature courses focusses on six skill areas: Listening, Speaking, Reading, Writing, Viewing, Presenting. The school encourages, in compliance with the IB philosophy, students to keep up their home language. This can be done through home language after-school groups which are initiated by parents with the support of the home language and EAL coordinator.

Language Acquisition

This subject group is known as the modern foreign languages. For students who are not first English language learners, English Language Acquisition will be offered. These students may also receive additional support hours. Dutch will also be offered as an Acquisition language.

In MYP 1, students choose either Spanish or French. The choice of language in MYP1 will determine the further language choice in MYP2 and onwards. Students receiving EAL support will not participate in the French or Spanish class. EAL will be mostly taught at the same time as the above named subjects.

Mathematics

In the MYP 1, 2 and 3 all students follow the core maths programme, differentiation may take place within the group. A maths extension programme is offered as an after school programme.

In MYP 4 and MYP 5, Maths Core and Extended is offered. The IB describes the differences as follows: ‘Standard mathematics aims to give all students a sound knowledge of mathematical principles while allowing them to develop the skills needed to meet the objectives of MYP mathematics. Extended mathematics consists of the standard mathematics framework supplemented by additional topics and skills. This level provides the foundation for students who wish to pursue further studies in mathematics: for example, HL mathematics courses as part of the DP. Extended mathematics provides greater breadth and depth to the standard mathematics framework’. Students will be placed in these groups based on advice of the Maths teacher in conjunction with the MYP coordinator and per choice of the student.

Integrated Sciences

In MYP 1, 2, 3 an integrated science course is offered covering a variety of topics such as Biology, Physics, and Chemistry. In MYP 4 and 5, the school continues to offer integrated Science but the amount of teaching hours is substantially more. Students in MYP 4 will be acquainted

with the distinctive features of each of the Sciences allowing them to make a choice for the separate sciences in the Diploma Programme. The MYP sciences objectives and assessment criteria A–D are aligned with the DP sciences objectives and internal assessment criteria, supporting the smooth transition from the MYP to the DP (IBO.org)

In MYP 5, students can choose for an additional Science hour as an elective subject.



Individuals and Societies

The ISD offers the Integrated Humanities programme from MYP 1–5. This programme covers topics from subjects from the Individuals and Societies group such as Geography, History, Global Citizenship, World Beliefs, Economics and Business Management. In MYP 4 and 5 students will be introduced to the distinctive elements of the different subjects in preparation for the Diploma Programme.

Design

Design is offered at ISD as an integrated subject in the MYP including a variety of design disciplines including design technology, digital design and design cycle thinking. Close connections with the TU Delft and Design-thinking experts provide a strong design focus in the curriculum.

Arts

The school will offer visual arts and performing arts over the course of the five years of the MYP. In MYP 1, 2 and 3, students are introduced to both visual and performing arts. In MYP 4 and 5 students will be offered Visual Arts as a subject in 2023-2024. Students interested in Music can enroll in the after school programme which will be offered for our students.

Physical and Health Education

Physical and Health Education is an important part of the MYP curriculum. It aims at empowering students to

understand and appreciate the value of being physically active and to develop the motivation for making healthy life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle. Students receive 3 hours of PHE throughout the MYP.

Interdisciplinary Unit

In each year of the programme, MYP schools are responsible for engaging students in at least one collaboratively planned interdisciplinary unit that involves at least two subject groups. This interdisciplinary unit (IDU) is assessed and included on the end of year report.

In 2023-2024 students participated in the following interdisciplinary units:

MYP 1 participated in an IDU that was a collaboration between Science and Art. MYP 2 worked on an IDU led by English and Art, in which students designed a stop motion animation video about a fabel they wrote. MYP 3 worked on an environmental campaign linked to the UN sustainability goals, a collaboration between Design and Individuals and Societies. MYP 4 participated in a unit: Teamwork makes the dream work, led by the PHE and Science department. Finally, MYP 5 completed an e-assessment involving English and Math.

Mentor Hour

In addition to the curriculum subjects, ISD aims to support students in acquiring skills they need to manage their lives personally and socially. Topics such as Healthy Lifestyle, Digital Citizenship and Approaches to Learning will be covered.

Allocated time for subjects for 2024-2025

No. Lessons per week of 45 minutes					
Subject	MYP 1	MYP 2	MYP 3	MYP 4	MYP 5
English ELL	3	3	3	3	3
English EAQ	3	3	3	3	3
Maths	4	4	4	-	
Maths core	-	-	-	4	4
Maths extended	-	-	-	4	4
Science	3	3	4	4	4
extra Science					1
ISD hour	1	1	1		
Design	2	2	3	3	3
Integrated Humanities	3	3	3	4	4
Dutch AQ	3	3	3	3	3
Dutch LL	3	3	3	3	3
Spanish Acq/ French Acq/ EAL	3	3	3	3	3
PHE	3	3	3	3	3
Art	2	3	3	3	3
Music	2	2	2	-	-
Mentor	2	2	2	2	2
EAL	2	2	2	2	-



MYP projects: Community Project and Personal Project

MYP projects encourage students to reflect on their learning and the outcomes of their work – key skills that prepare them for success in further study, the workplace and the community.

In MYP 3 students will work on their **Community Project**. The community project provides an important opportunity for students ages 13-14 to collaborate within a project team and pursue service learning. At the end of the project, students are able to showcase their work during the Community Project exhibition.

In MYP 4 students will start with their **Personal Project**. The Personal Project is an independent piece of work based on a topic of personal interest which students do outside the normal lessons. The project can take many forms, such as an original work of art, an original science experiment, a business plan, etc. Led by the Personal project coordinator, students will be introduced to the idea of Personal Project in MYP 4 and continue to finish it in MYP 5.

Students develop their own research plan and manage the process. The Personal Project consists of a process, a product and a report. Collectively, these interrelated components allow students to meet the aims of the project.

The Personal Project gives students an opportunity to demonstrate ATL skills learned in the MYP and to develop as an independent learner. In MYP 5, students will showcase their end product in the Personal Project Exhibition.



5.3.2 SERVICE AS ACTION

Every school around the world that teaches the Middle Years Programme (MYP) expects its students to become involved with their communities – an involvement that benefits both parties. At ISD, Service as Action will be a vital element for the students and embedded in the curriculum.

At the beginning of the school year, the expectations for Service as Action will be introduced to the students by the Service as Action Coordinator. The Service as Action Coordinator collaborates with the mentors, students and external parties to help students with opportunities for Service as Action.

What is Service as Action?

Service as Action encourages students to participate in activities that make a positive difference to the lives of others and to the environment. Action is taken in service with others. Service as Action arises from the curriculum. Learning about important issues, informing others, engaging in advocacy, organizing and taking individual and collaborative action are all forms of Service as Action. Action is followed by reflection, where students consider the impact of their actions on both the community and their own development.

www.ibo.org

The IB states the following

Action will be different from student to student and from context to context. It will teach students to:

- feel empathy towards others
- make small-scale changes to behaviour
- undertake larger and more significant projects
- act on one's own
- act collaboratively
- take physical action
- suggest modifications to an existing system for the benefit of all involved
- persuade people in more influential positions to act.



Service for and with others

Service activities go beyond doing things for others. These activities engage students with others in a shared commitment towards the common good. Meaningful service requires the understanding of a central issue, such as poverty, literacy or pollution; and the issue proves the need for the service. Additionally, meaningful service involves interactions with others, which establishes students' understanding of the rights and respect of everyone involved. This develops the students' ability to have open, clear, and collaborative communication with the community and/or individuals concerned.

With appropriate guidance and support, students will:

- become more aware of their own strengths and areas for growth
- undertake challenges that develop new skills
- discuss, evaluate and plan student-initiated activities
- persevere in action
- work collaboratively with others
- develop international-mindedness through global engagement, multi-lingualism and intercultural understanding
- consider the ethical implications of their actions.

5.3.3 MYP ASSESSMENT

Assessment carried out by students and teachers is an integral part of successful teaching and learning. The main purpose of assessment is to support and encourage student learning by providing feedback on the learning process, and to enhance and improve the teaching process.

Assessment aims to guide students in essential elements of learning:

- Acquisition of knowledge
- Understanding of concepts
- Mastering and transferring skills
- Developing critical thinkers
- Promoting a deep understanding of inquiries made in the real world contexts.
- Assessment is both formative and summative. It provides a tool for tracking student progression and reflection on the learning process.

Testweek

MYP 3-5 students participate in two test weeks throughout the year. During a test week, students have no regular lessons and sit in a maximum of two summative tests per day. The purpose of these test weeks is to simulate exam week conditions which helps prepare students for the Diploma Programme.

MYP subject-specific criteria

Each subject assesses with the use of subject-specific criteria. Each subject has 4 different criteria where students can receive a maximum achievement level out of 8. Explanation of the criteria will be provided to the students by the subject teacher. The criteria will be visible in all tasks. All assessments will be marked against one or more criteria. The teachers will provide feedback on the criteria levels so that students will understand why they received a certain level. All subjects assess each criterion at least twice in a school year.

5.3.4 MYP REPORTING PROGRESS OF STUDENTS

Parents are encouraged to maintain a close dialogue with their child on their progress with the support of the mentor and the Toddle platform, in order to enable them to actively support their child's education. There are four times in the school year when the student's progress is reported to parents, written and orally.

Reporting to students and parents occurs through:

1. Written reports to be send out through Toddle

October: Progress indicator and ATL skills

February: Criteria grades & subject comments

April: Grades and ATL skills

July: Final end-of-year report with final achievement level and mentor comment

2. Conferences:

Parent-teacher conferences are held in November and in March following the progress and Mid-Year report. Parents can sign up for these meetings. The aim of the meetings is to share information about the students' attitude to learning and their achievement in the specific subjects.

Once a year there will be a Student led, mentor parent meeting whereby the student together with their parents and the mentor discuss their learning goals and progress made at school.

The reporting timeline and the mentor talks will be published in the school calendar on the website.

5.4 THE DIPLOMA PROGRAMME (IB DP)

The IB Diploma Programme (DP) is a rigorous and balanced education program designed for students aged 16 to 19, aimed at preparing them for success at university and beyond. The program addresses the well-being of students in all aspects - intellectual, social, emotional, and physical. The DP curriculum is recognized and respected by leading universities around the world.

The curriculum of the DP requires students to choose one course from each of **six subject groups**.

1. Studies in Language & Literature
2. Language Acquisition
3. Individuals and Societies
4. Experimental Sciences
5. Mathematics
6. The Arts*

**As an alternative to Visual Arts, students can choose one extra subject from group 1 to 4.*

The courses can be taken at either higher level (HL) or standard level (SL), with at least three and not more than four courses taken at HL (240 teaching hours) and the remaining courses taken at SL (150 teaching hours). This structure allows students to focus on their areas of interest while also exposing them to a range of disciplines.

The Diploma Programme Core

The Diploma Programme (DP) core consists of three elements: the Extended Essay (EE), Theory of Knowledge (TOK), and Creativity, Activity, Service (CAS).

- The **Extended Essay** requires students to conduct independent research on a topic of global significance, relating to one of their DP subjects.
- **TOK** is a course on critical thinking and develops a unified approach to learning that encompasses all academic disciplines.
- **CAS** emphasizes the development of a student's identity and involves them in a range of activities, such as creativity, physical activity, and community service, that complement their academic studies.



5.5 HOMEWORK

At ISD we aim for homework to be meaningful, purposeful and relevant. Homework consists of tasks that are connected to the learning in class and focusses on development of specific skills and goals.

Students in MYP 1-3 will be given a MYP planner at the beginning of the year. In mentor lessons and in class, students will be reminded to write and plan their homework using the planner. Teachers may write notes for the students and parents in these planners when the homework has not been completed.

Major assessments, both formative and summative will be placed on Toddle. The school advises parents to regularly check Toddle and the MYP planner to support their child in completing work.

5.6 INFORMATION TECHNOLOGY

ISD is committed to using technology and innovation throughout the school and is an integral part of the curriculum. This will not only enhance learning during lessons but allow students to develop IT skills that will help them in all areas of the curriculum. Classrooms have interactive smart boards that will allow class and group teaching. In the primary years, tablets and laptops are used for individual and paired work.

The secondary school has a one-to-one laptop policy. Each student will use their laptop as a tool for learning inside and outside the classroom. Software and digital tools are used to ensure that each and every student will benefit from all learning which is taking place.

Discrete IT skills are taught to allow students to become independent and confident learners. The inquiry-based approach from the IB curriculum is enhanced with the use of technology, and we encourage students to approach their use of technology with confidence and responsibility.



Digital Citizenship

At ISD, digital citizenship is taught throughout the curriculum and within separate lessons in which teachers provide instruction about the appropriate use of technology and online safety. We strongly encourage our students to be ambassadors of good ethics in the digital world. It takes team effort between our staff and parents to support the students in learning how to use technology devices and social media tools and making the right choices to be successful learners and effective Digital Citizens beyond school.

We are a phone free school. This also includes headsets /earpods. Mobile phones should be switched off and kept in the lockers or bags during the day. If there is an emergency the office can reach the child or parent.

The school encourages students to eat together, socialize and play outside during lunch. If a student has to complete work on their laptop they can do this in the second part of the break in the MIND, media resource centre, provided it is schoolwork.

[ISD Secondary Laptop Guide](#)

5.7 DELFT UNIVERSITY OF TECHNOLOGY PARTNERSHIP

Design and technology are deeply embedded in the curriculum of International School Delft. We have a close connection with the Delft University of Technology, which is reflected in a variety of joint projects, often focused on design thinking. The highly reputable TU Delft is inspiring as a place of future innovation and real-world learning through its longstanding focus on design, engineering, IT and science. ISD works closely with the university to mutually benefit students from their respective communities, encouraging learning from and within the community. The school benefits from close ties with the TU academic teaching staff and the access to world-class facilities those ties provide.

ISD primary is located within the TU campus and in 2025, ISD secondary will move into a new state of the art building at the TU campus near the Primary school.





5.8 SUSTAINABILITY – ECO SCHOOLS

Sustainability is at the heart of our mission statement; hence we are very proud to be an Eco-School. Eco-Schools (www.ecoschools.global) is the international award for sustainable schools. Within the Eco-Schools programme, the approach is ‘student-led change’. The students are in the lead to make the difference. Over 51.000 schools in 64 countries are running the Eco-Schools programme.

Early 2020, our Primary students have taken the first steps to obtaining ‘The Green Flag’. Since then, the Eco Team has expanded with our Secondary students. After jointly organising various sustainable initiatives, ISD was awarded the Green Flag in October 2022.

The Eco-team is in the driver seat of the process of becoming a sustainable school. The Eco-team is a whole school project and we have students, parents and teachers collaborating in fun activities to engage our future generations in living more sustainably.



6. STUDENT WELLBEING AND SCHOOL CLIMATE

6.1 STUDENT WELLBEING

At ISD we believe that all members of staff take responsibility for the delivery of our PSPE curriculum. The physical education aspect of the curriculum is taught by a physical education specialist teacher. The personal and social education of all our students is the responsibility of all members of staff and is explicitly taught using the learner profile and the restorative practices approach. For students in the Middle Years Programme, the Personal and Social Education will also be taught in the mentor hour with an assigned mentor.

The PSE programme and the restorative practices approach equips our students with the skills they need to integrate into society and become active members who constantly strive to help create a better environment for themselves and others. Using the learner profile and the restorative practices approach we create a school climate and culture whereby all members feel safe, secure, valued and are able to achieve their full potential.

6.2 ISD CODE OF CONDUCT

Everyone at ISD is expected to behave in accordance with the school’s mission statement and philosophy, which supports the International Baccalaureate’s (IB) mission statement and PYP and MYP philosophy.

Everyone at ISD is expected to:

- Treat all members of the community with respect
- Respect the school’s essential agreements
- Be polite to each other, staff, parents and visitors
- Show respect for school property, equipment and other students’ possessions
- Show an appreciation of and respect for other peoples’ cultures and cultural values
- Make new students feel welcome
- Model the attributes of the Learner Profile



6.3 ANTI-BULLYING

At ISD we have zero tolerance for bullying. We believe it is the responsibility of all members of our community to tackle all instances of bullying that occur within the school community. Bullying has a negative effect on all parties concerned and we believe that this is a serious issue that needs to be addressed by everyone.

The basis for the anti-bullying policy is the application of our essential agreements which apply to all children and adults in our school community.

Cyber Bullying

All forms of cyberbullying which are against our school Mission, Vision and values are against the law in the Netherlands. Cyberbullying often happens outside of school and it is impossible for the school to be held accountable during times when students are not in school. Parents are first and foremost carers of their children's wellbeing and must fulfill their duty to monitor their child's online presence and actions. We will provide sessions for students on Digital Citizenship, and this is part of our Mentor programme, but responsible Digital Citizenship must be reinforced at home.

Essential agreements

- Everyone has the right to feel safe
- Everyone has the right to be heard
- Everyone has the right to be respected

- Everyone has the right to make mistakes
- Everyone needs to take responsibility for their own actions

6.4 RESTORATIVE PRACTICES

Students are responsible for their actions and their behaviour. At ISD we believe in using the principles of restorative practices to help us deal with issues and to solve problems.

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It focuses on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

When applied in a school setting, it leads to a change in behaviour over time. Students begin to learn and understand that their actions have consequences, that they affect other people and that they need to be more aware of those around them and how they treat them.

[*Click here for more information on our behaviour policy*](#)

7. LANGUAGES

At International School Delft (ISD), we believe that language is at the heart of learning, fundamental to all teaching and learning as it is central to the entire curriculum. It empowers students to develop their conceptual understanding, critical thinking and cognitive skills. All teachers at ISD are responsible for the language development of our students.

Throughout our programme we nurture the development of English as the language of instruction, Dutch as the language of our host country, and students' mother tongue languages. Language learning is most effective when learned and used in context. A rich language environment is promoted throughout the school.

Language learning at ISD is arranged into three main strands:

Oral Communication listening and speaking- for language development, for learning and for relating to others.

Written communication reading and writing- for enjoyment, instruction and information

Visual communication viewing and presenting - for conveying ideas, values and opinions through the interaction of image and language.

7.1 MULTILINGUALISM AND INTERNATIONAL MINDEDNESS

We are proud of our unique body of learners, our students come from a wide range of language backgrounds bringing with them rich cultural resources. Although English is our Language of instruction, we strive to work in and through languages with which students are comfortable, in order for them to access the curriculum. Additionally, at ISD, we will organise various activities to celebrate the diversity of nationalities, cultures and languages in our school.

7.2 HOME LANGUAGES

ISD is a multilingual community. We celebrate the variety of languages spoken at home. Home language learning is strongly encouraged to enable students to maintain their cultural heritage and identity. We recommend families to maintain the home language at home in order to strengthen the student's general language development. Maintaining high levels of the mother tongue is also a feature of high cognition and is a key determinant in the development of international mindedness.

Our Media Resource Center / library is developing its collection of Home language books and we encourage families to share and exchange their own resources.



7.3 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The support and teaching of English as an additional language (EAL) has great emphasis at ISD. Class sizes are small and teachers have experience of teaching EAL within the classroom.

Keeping students in the main classroom whenever possible, ensures students do not miss out on curriculum entitlement. Additionally, specialist EAL support outside of the classroom is available when deemed appropriate. EAL learners will be placed in the English Acquisition course at secondary school.

7.4 HOST COUNTRY LANGUAGE: DUTCH

Dutch is taught to enable ISD students to integrate with the local host-country community. Teaching and learning of Dutch is offered at different levels. In ISD primary a beginners and developers language group is offered. ISD Secondary, Language and Literature Dutch (for native or near native speakers) and Language Acquisition Dutch (for students who are learning the Dutch language) is offered. The Dutch Language Acquisition programme aims for students to be able to communicate in Dutch and with functionality and participate in Dutch culture.

7.5 ISD LANGUAGE PROFILE FORM

Upon entry to International School Delft, parents/ students are required to complete a language profile form, to indicate the student's proficiency in their home language, English and other languages studied at school or spoken at home.

Our prospective Secondary students will be invited for an Admissions' interview in English.

If needed, our English and support teachers are consulted to determine correct placement of the students, this may be done with the use of a placement test.

7.6 LANGUAGE LEARNING IN MYP

7.6.1 Language and Literature

Language and Literature is the study of language and literature at a mother tongue level.

At ISD, the secondary department offer English Language and Literature for all students, with the exception of students who are new to English. These students will start in an English Language Acquisition class.

Dutch Language and Literature is for all students whose home language is Dutch. Additionally students who are not Dutch but who meet the language requirements will be allowed to study at this level.

It is an IB requirement that all students are enrolled in at least one Language and Literature course at the beginning of MYP5.

7.6.2 Language Acquisition

We believe that acquisition of more than one language enriches intellectual and personal growth and nurtures international mindedness.

ISD is an excellent environment for your child(ren) to acquire language skills. Language Acquisition focuses on the following objectives: listening, reading, speaking and writing.

Language acquisition in MYP is organised in phases. The phases represent a developmental continuum. Students with no prior knowledge of the language start in the Emergent Phase (phase 1-2). The MYP Language Acquisition Proficiency Table and a placement test are used to identify the appropriate phase for a student.

Phases in Language Acquisition



Phases do not necessarily correspond to age groups or MYP year groups. The phase in which the student is placed should offer the student an academic challenge. In English and Dutch, Acquisition students will progress to the Language and Literature course, towards the end of the capable phase.

At ISD, the Secondary Department offers Language Acquisition in Dutch, English, and a choice between French or Spanish.

7.7 LANGUAGES IN DP

As a requirement of the DP curriculum, every student learns at least one additional language.

They could fulfil that requirement through the studies in language and literature subject group (Language A), by taking two courses from the group in two different languages, or through the language acquisition subject group (Language B).

In 2024-2025, students can take Dutch A and / or English A and Dutch B, Spanish B or Spanish Ab Initio. To study a Language B subject, students must be at a capable level. Students who are not at this level, can choose Spanish Ab Initio.

For further information please refer to the Language Policy

8. ADMINISTRATION

8.1 SCHOOL LOCATIONS AND CONTACT DETAILS

International School Delft – primary campus

Jaffalaan 9
2628 BX Delft

tel +31 (0) 15 285 00 38, press 1

email admin@isdelft.nl

website www.internationalschooldelft.com

International School Delft – secondary main campus

Colijnlaan 2
2613 VZ Delft

tel +31 (0) 15 820 0208

email admin@internationalschooldelft.org

website www.internationalschooldelft.com

International School Delft – secondary satellite campus

Krakeelpolderweg 1
2613 NV Delft

tel +31 (0) 15 820 0208

email admin@internationalschooldelft.org

8.2 CHANGE OF CONTACT DETAILS

Any family changes of address or contact details should be made known to either the school offices in person, in writing or via email - admin@isdelft.nl (Primary school campus) or admin@internationalschooldelft.org (Secondary school campus)





8.3 SCHOOL DAY AND TIMETABLING

Primary school

The playground is supervised from 8am for drop off. Front door and playground door open at 8.10am for all children. All children are expected to be in class at 8.15am.

Parents are, when collecting their child(ren), expected to be in the playground (PYP0-3) or at the front of the school (PYP4-7) by the given end of school time.

Snack and lunch times are included in the schedule. Classes have a 15 mins snack break in the morning after which, they have 15 mins outside play. Children eat lunch with their class and have 30 mins outside play. The lunches and outside play are supervised by staff.

Outline of a day at ISD Primary

Monday: 08:15 - 14:45 (all groups)

Tuesday: 08:15 - 14:45 (all groups)

Wednesday: 08:15 - 12:30 (all groups)

Thursday: 08:15 - 14:45 (all groups)

Friday: 08:15 - 12:30 (group 1&2) 08:15 - 14:45 (group 3-8)

Secondary school

The day at ISD Secondary starts at 8:30. The day ends at 17.15. The actual start and ending of the day can be different for students depending on their timetable. This can be viewed in the Zermelo app for which students and parents receive a login. The timetable, and thus the end

time, may vary per the day of the week. The timetable is based on 45 minute lessons. Students should be in the school at least 5 minutes before the given lesson starts.

The school building will be open for students from 8:00 in the morning to 17:15 in the afternoon.

Students in MYP 1-4 may not leave the school grounds during their school day unless permission has been given by a member of staff.

Outline of a day ISD Secondary

<i>Period</i>	<i>Time</i>
1	08:30 - 09:15
2	09:15 - 10:00
<i>Break</i>	10:00 - 10:15
3	10:15 - 11:00
4	11:00 - 11:45
<i>Lunch</i>	11:45 - 12:15
5	12:15 - 13:00
6	13:00 - 13:45
<i>Break</i>	13:45 - 14:00
7	14:00 - 14:45
8	14:45 - 15:30
9	15:30 - 16:15
10	16:15 - 17:00

8.4 SCHOOL HOLIDAYS AND STUDY DAYS 2024-2025

8.4.1 SCHOOL HOLIDAYS

28 October - 1 November 2024	Half Term - Autumn break
20 December - 3 January 2025	Winter break
24 February - 28 February 2025	Spring break
18 April - 21 April 2025	Easter Holiday
22 April – 2 May 2025	May Holiday
5 May 2025	5 May holiday
29 May - 30 May 2025	Ascension Day holiday
9 June 2025	Pentecost
21 July - 29 August 2025	Summer Break

8.4.2 STUDY DAYS

On staff study days the school is closed for students. Staff study days are designed to provide compulsory training time for teaching staff, to continuously improve teaching and learning practices and to keep up to date with changes in education.

8.4.2 STAFF STUDY DAYS

26-27 August 2024	Staff study days
4 November 2024	Staff study day - primary
28 November 2024	Staff study day
6 January 2025	Staff study day
18 March 2025	Staff study day
19 June 2025	Staff study day - primary
18 July 2025	Staff study day



9. STAFF INFORMATION

9.1 LEADERSHIP

The leadership team of ISD consists of the leadership team for the primary school and the leadership team for the secondary school. Each of them has the responsibility for their own department, whereas the team as a whole is responsible for whole-school development.

The leadership for the primary school consists of the Head of School and the Deputy Head.

Leadership team primary

Sander Raaphorst

Head of School

sraaphorst@isdelft.nl

Kayleigh Schuurmans

Deputy Head of School

kschuurmans@isdelft.nl

Pedagogical Leadership

Jacqui Wilmot

PYP coordinator

j.wilmot@isdelft.nl

The leadership for the secondary school consists of the Head of School and the Deputy Head.

Leadership team secondary

Minke Veeneklaas

Head of School

m.veeneklaas@internationalschooldelft.org

Evelyne Le Poole

Deputy Head of School

e.lepoole@internationalschooldelft.org

Name

Team Leader Operations and Facilities

vacancy@internationalschooldelft.org

Pedagogical Leadership

Olwyn Hall

MYP Coordinator

o.hall@internationalschooldelft.org

Liza Dippenaar

DP Coordinator

l.dippenaar@internationalschooldelft.org

9.2 TEACHER PROFILE

All class teachers at ISD are fully qualified, experienced and enthusiastic teachers with a successful track record in international education. Our teachers are learning-focused and regularly attend professional development courses to ensure their skills remain up to date and in line with the latest educational developments.

9.3 STUDENT SUPPORT

ISD is an inclusive school intended to serve the whole of the international community in Delft. As such a school, we hope we can meet the educational needs of all children. Children with specific educational, physical, emotional or social needs are always considered on a case by case basis.

Please refer to our inclusion policy for more information on this subject

The International Baccalaureate curriculum offered is of high quality and academically rigorous. Differentiation is offered and, where possible, extra support can be put in place to remove barriers for learning.

The support team consists of a coordinator, a school counsellor and/or school psychologist and staff to provide academic and/or behaviour/social support. The school also collaborates with specialist therapists to meet a range of specific needs and these services are usually at additional costs to parents.

ISD is a registered partner in the Samenwerkingsverband Passend Primair Onderwijs Delflanden (PPO Delflanden) for primary and Samenwerkingsverband VO Delflanden for secondary. We also work closely with our other local partners, such as Delft Support and JGZ, to ensure we meet the needs of our students.

Additionally, at ISD we also have an Inclusion Action Plan. This plan is aligned with the inclusion policy and describes the support structure and the levels of the support offered at ISD. This also includes the cooperation with the Samenwerkingsverband and our other partners in case ISD itself cannot fulfill the needs of a child.

Contact with SWV PPO Delflanden

visiting address post address

Steunpunt Jeugd Postbus 698

Ezelsveldlaan 2d 2600 AR Delft

2611 RV Delft

Telephone (+31) (0)15 256 87 10 (J. de Grauw)

Email helpdesk@ppodelflanden.nl

Website www.ppodelflanden.nl

Contact with SWV VO Delflanden

visiting and post address

Buitenhofdreef 8

2625 XR Delft

Email info@swvvo-delft.nl

Website www.swvvo-delflanden.nl

9.4 EDUCATIONAL PSYCHOLOGIST

ISD has an educational psychologist to support students with specific emotional needs in both primary and secondary. The educational psychologist works with the class teachers at primary and in secondary with the mentors to ensure they are equipped to support their students' needs and questions.

All teachers, in accordance with our Behaviour Policy and our belief in Personal, Social, Physical and Health Education, offer student guidance as and when needed.

In the primary years, this is especially so in the case of class teachers who play a vital role in the personal and social development of children under their care.

In the secondary school, the first point of contact for students is the mentor. The school is also able to call on support services from the Samenwerkingsverband, Delft Support, and JGZ to support students in school when needed.



9.5 PRIMARY CLASSROOM TEACHERS & TA'S

PYP 0/1 class teacher	<u>Maru Ferrara Diaz</u>
PYP 1/2A class teacher	<u>Onna van Cooten</u>
PYP 1/2B class teacher	<u>Celeste duPreez</u>
PYP 3 class teacher	<u>Swetha Banda</u>
PYP 4A class teacher	<u>Alanna Johnson</u>
PYP 4B class teacher	<u>Sheila Clarke</u>
PYP 5 class teacher	<u>Brittany Raaphorst</u> , <u>Samantha Lawrenz</u>
PYP 6A class teacher	<u>Jessica Lanzafame</u> , <u>Michelle Scott</u>
PYP 6B class teacher	<u>Sara Moroney</u>
PYP 7A class teacher	<u>Payal Bhaskar</u> , <u>Ingrid Beekhuizen</u>
PYP 7B class teacher	<u>Joel Auer</u> , <u>Michelle Scott</u>
Teaching assistants	<u>Barbara Hupkes</u> , <u>Kerryanne O'Reilly</u> <u>Ana Silvia Aguirre Flores</u> , <u>Lili Glockler</u> <u>Renu Ochai</u> , <u>Judit Rapai</u> <u>Lucinda Juliani</u>

9.6 PRIMARY SPECIALIST TEACHERS

PYP Coordinator	<u>Jacqui Wilmot</u>
EY Coordinator	<u>Celeste duPreez</u>
EAL Teacher	<u>Irene Alkemade and Ingrid Beekhuizen</u>
Music Teacher	<u>Ilein Bermudez</u>
Dutch Teacher	<u>Wies Selman</u>
Dutch Teaching Assistant	<u>Mechteld van Griethuysen</u>
PE Teacher	<u>Aniska Coetzee</u>
PE Assistant	<u>Savvas Koumproglou</u>
Library	<u>Kerryanne O'Reilly</u> , <u>Judit Rapai</u> <u>Renu Ochani</u>

9.7 SECONDARY TEACHERS

<u>Marga Akerboom</u>	<i>Dutch Teacher</i>
<u>Constanza Avaria Risi</u>	<i>Spanish Teacher</i>
<u>Gabi Angelin Teixeira</u>	<i>Science Teacher</i>
<u>Loes Bekkers</u>	<i>PHE Teacher</i>
<u>Jon Bell</u>	<i>Science teacher</i>
<u>Joep van den Boom</u>	<i>Individuals & Societies & Geography Teacher</i>
<u>Frits Bosman</u>	<i>PHE Teacher</i>
<u>Patricia Brugman</u>	<i>Dutch and Careers Guidance Counselor</i>
<u>Joline Cramer</u>	<i>Dutch Teacher</i>
<u>Mike Dessens</u>	<i>English Language & Literature</i>
<u>Claudine van Diemen</u>	<i>PHE Teacher</i>
<u>Liza Dippenaar</u>	<i>DP Coordinator / Science</i>
<u>Jef Fobelets</u>	<i>Individuals & Societies & TOK</i>
<u>Consuela Frijde</u>	<i>Design teacher</i>
<u>Claire Gormley</u>	<i>Biology Teacher</i>
<u>Federica Grassulo</u>	<i>Performing Arts / Music Teacher</i>
<u>Judith Gerritzen</u>	<i>Art Teacher</i>
<u>Olwyn Hall</u>	<i>MYP coordinator / Spanish / Personal Project</i>
<u>Alma Haracic</u>	<i>Science Teacher</i>
<u>Emre Karayalcin</u>	<i>Maths teacher</i>
<u>Arjen Krijgsman</u>	<i>Math teacher</i>
<u>Jennifer Laforge</u>	<i>English Teacher</i>
<u>Becky de Lijster</u>	<i>English Teacher</i>
<u>Suneel Madahar</u>	<i>Design Teacher</i>
<u>Kevin Murtagh</u>	<i>TOK Teacher</i>
<u>Marine Okhrimenko</u>	<i>French Teacher</i>
<u>Becky van Paassen</u>	<i>Visual Arts</i>
<u>Nané Paraiso</u>	<i>English Language & Literature</i>
<u>Sofia Raptopoulou</u>	<i>Individuals & Societies & History teacher</i>
<u>Joke Reijnhoudt</u>	<i>Maths / Science Teacher</i>

Gina Ruocco	<i>Librarian and English Teacher</i>
Christina Salvatore	<i>Individuals & Societies teacher</i>
Andi Sarvestani	<i>Maths Teacher</i>
Anouk Spaans	<i>Design and Visual Arts teacher</i>
Clementine Socroun	<i>French Teacher</i>
Nanda Thuring	<i>Spanish teacher</i>
Henry Varga	<i>Individuals & Societies & Business Management</i>
Karen Weeder	<i>Dutch Teacher</i>
Philip Whelan	<i>English Teacher</i>

9.8 STUDENT SUPPORT TEAM

Javi Alamos	<i>Educational Psychologist Secondary</i>
Elize Burgess	<i>Student Support / Internal Confidante ISD Secondary</i>
Dianne Crowley	<i>SEN coordinator / Internal Confidante ISD Primary</i>
Tamara Eskue	<i>Student Support / Community Builder Secondary</i>
Lili Glockler	<i>Educational Psychologist Primary</i>
Shelley Moolman	<i>Remedial Teacher Primary</i>
Michelle Scott	<i>Remedial Teacher Primary</i>

9.8 MENTORS

MYP 1 mentor	Judith Gerritzen
MYP 2A mentor	Gabi Angelin Teixeira
MYP 2B mentor	Becky de Lijster
MYP 3A mentor	Mike Dessens
MYP 3B mentor	Federica Grassulo
MYP 4A mentor	Anouk Spaans
MYP 4B mentor	Karen Weeder

MYP 5A mentor	Frits Bosman
MYP 5B mentor	Constanza Avaria Risi
DP 1A mentor	Jon Bell
DP 1B mentor	Loes Bekkers
DP 2A mentor	Suneel Madahar
DP 2B mentor	Joep van den Boom

9.9 SUPPORT STAFF

Simo Mouhsine	<i>Concierge Primary</i>
John Brouwer	<i>Concierge Secondary</i>
Joanna Oduber	<i>Admissions and Admin Officer Primary</i>
Ashly Bennett	<i>Planning and Organisation Secondary</i>
Mirjam de Bruin	<i>Communications Officer / Careers Counsellor</i>
Maya Kalir	<i>Admissions / Admin Secondary</i>
Noémie Massol	<i>Admissions / Admin Secondary</i>
Nora Sadiku	<i>Finance Officer</i>
Raquel Berkel	<i>ICT coordinator</i>





10. ADMISSIONS

10.1 ADMISSIONS POLICY

International School Delft offers primary and secondary education in an English-speaking environment. The school welcomes applications from students from the international community of all nationalities, faiths, beliefs and cultures.

International School Delft is a state-subsidised Dutch International School and therefore admission is subject to conditions set in Dutch legislation.

The general criteria for admission are:

- The student has a non-Dutch nationality/is a foreign passport holder, and one of the parents/legal guardians is temporarily employed in The Netherlands;
- Or the student has Dutch nationality and has lived and attended school abroad for at least two years;
- Or the student has Dutch nationality and has a parent/legal guardian (with whom the student will be living) who will be stationed abroad within two years.
- The IB Diploma Programme is open for Dutch students who successfully finished HAVO 5 or VWO 4.

One other condition is that the school programme should be appropriate for the student's needs and the student should be able to benefit from the programme. Admission to the school will be confirmed only after it has been established by the Admissions Team that the programme is appropriate for the child's needs and a place is available.

10.2 ADMISSIONS FOR THE SCHOOL YEAR 2024-2025

In the academic year 2024-2025, International School Delft offers the International Baccalaureate Primary Years Programme (4-11 years), the International Baccalaureate Middle Years Programme (11-16 years) and the International Baccalaureate Diploma Programme. Students may be admitted throughout the year, except for the IB Diploma Programme. Students cannot join the DP Programme midway through its two-year duration.

[Open the Admissions Policy](#)

11 GENERAL INFORMATION

11.1 SCHOOL PREMISES

ISD is spread over two main buildings, the primary campus is located at Jaffalaan 9, TU Delft campus, Delft. ISD Secondary's main campus is located at Colijnlaan 2, Delft.

The secondary school is temporarily accommodated in an existing building in Delft, which has been reconverted into an attractive learning environment with all the facilities required for the MYP and DP inquiry-based and investigative learning.

A permanent new building, to be located opposite the Primary school, is planned for schoolyear 2025-2026. The new building will be designed around the school learning concept and will be able to accommodate 440 students.

Due to the strong growth, in 2021-22, ISD Secondary has extended its facilities to include the new Satellite Campus at the Krakeelpolderweg. This provides the school with access to six extra classrooms plus facilities which include fit-to-purpose workshops for our Design & Art classes. The ISD Satellite campus is walking distance (7 mins) from the Colijnlaan.

The school also makes use of an additional 7 classrooms in temporary units at Colijnlaan.

For PHE, ISD Secondary uses outside sportfields that are a 10 minute bike ride away. We advise all students to have a bicycle at the school to use for transportation between the several facilities and campuses.

Students can park their bikes on the school premises at their own risk. We advise all students to get a chain lock for their bike. If students leave their bike overnight or in the weekend at school, they can do so at the locked playground.

11.2 COMMUNICATION

ISD warmly welcomes the involvement of parents in the school life. We are a small community school and regular contact with parents is important to ensure close communication between home and school is maintained. In the primary years we occasionally ask for parental help and volunteers in class, on school visits, or to share their expertise with our students.

Information on what goes on in school is communicated through the school's newsletter, our Instagram page or on the website. Additionally, Toddle is used to communicate with parents. The school calendar may be found on the school website:

www.internationalschooldelft.com



Who to contact when?

In primary the first point of contact for parents is the class teacher. In secondary school the first point of contact is the class mentor. For other issues or questions:

Absences	<i>Excusal via Toddle parenyt app (primary)</i> <i>Mailto: absence@internationalschooldelft.org</i> <i>(secondary)</i>
Admissions	<i>admissions@internationalschooldelft.org</i>
Finance	<i>finance@internationalschooldelft.org</i>
Community builder	<i>t.eskue@internationalschooldelft.org</i>
Communication	<i>m.debruin@internationalschooldelft.org</i>
ICT	<i>R.berkel@internationalschooldelft.org</i>

Communication - separated parents

If the parents of a student are separated, it is important that there is clarity about how communication and consultation regarding the student (and their progress) will proceed. The school has therefore developed a protocol on how [name of the school] handles these regulations. The school follows the legal regulations regarding the duty to inform separated parents. This means that the school assumes that parents who both have parental authority will inform each other about matters concerning their son or daughter. Both parents are therefore jointly welcome at parent evenings and parent-teacher conferences. Exceptions can be made in consultation with the department head. Further information can be found in the protocol available from the school administration.

11.3 LUNCH TIME – FOOD AND DRINKS

Primary school

All students should bring a prepared lunch and a morning snack, except on Wednesdays, when only a morning snack is necessary. Children in Group 1 and 2 only need to bring in a morning snack on Friday as well, as they finish at 12:30.

Children eat their morning snack and lunch in class combined with a meaningful activity. This is followed with a 15-minute period of outside play during breaktime and a 30-minute period of play during lunchtime. This is supervised by a mixture of teachers and classroom assistants.

Secondary school

At ISD Secondary students eat lunch in the joint lounge area or outside. There will be supervision in this area during lunch times. Students bring their own snacks and lunch. MYP 1-4 students may not go off campus to buy lunch in the supermarket. Older students are allowed. The secondary school does not have a canteen as yet.

Nut – free school

Our school community has made a commitment to follow nut-free guidelines for the safety and health of all our students and particularly those with food allergies. This means that no nuts or products containing nuts,

such as peanut butter, granola bars or treats that contain nuts or traces of nuts, are allowed in school.

Healthy Lifestyle school

ISD promotes healthy living and a balanced lunchbox and morning snack are an essential part of this.

Parents are asked to adhere to the following suggestions for promoting healthy eating habits:

- We strongly encourage fruit and vegetables as part of everyday lunches and snacks.
- Birthday treats are allowed, but parents should try to provide healthy options. We also ask parents to be mindful of our students that are not allowed to eat (certain) animal products, such as gelatin and eggs, for religious or other reasons.
- Snack and lunch boxes should be labelled with the student's name.
- A drink should also be provided in a refillable water bottle.
- No carbonated (fizzy) or energy drinks should be brought to school.
- No chocolate biscuits, chocolate bars, or other sweets should be brought to school
- No chewing gum is allowed in school.
- No nuts, or products containing nuts or traces of nuts are allowed in school.
- No vaping and/or smoking is allowed in or around the school.

11.4 CLOTHING

At ISD students do not wear a uniform. However, it is required that students wear appropriate and sensible clothes at school.

Primary school

Children in PYP 1 and 2 should come into school wearing their PE clothes on PE days. They should leave their gym shoes at school. Children in groups 3 – 8 need to bring their gym kit to school on the days they have PE. They are given an opportunity to change clothes before and after PE. On days when they have PE first thing in the morning, they may come to school in their PE kit and if they have PE last thing in the day then they can go home in their PE kit. It is helpful to have clothes labelled with your child's name.

Children in group 0, 1 and 2 should have a change of clothes in school in a named bag in the event of unforeseen accidents. Parents are asked to give this to the class teacher at the beginning of term.

Lost property will be placed in a box and kept in a central location. Items not collected by the end of term, will be passed on to charity.

Secondary school

Students are required to wear sensible and appropriate clothing for school. We ask students, staff and parents to be respectful and understanding towards other cultures when making their choices for clothing at school. For safety reasons, we ask students to wear closed shoes in the sciences labs.

A PHE kit will be needed for the PHE lessons. More information about this will be provided at the beginning of the school year.

11.5 PERSONAL ITEMS AND STORAGE FOR STUDENTS

Primary school

All students have a dedicated space to keep their coats and lunch boxes during the day. Children do not need to bring in their own pens and pencils as all classroom equipment that is needed is provided. Electronic devices like mobile phones are not allowed in school. If children need to bring a phone or device for emergency purposes, parents are asked to inform the teacher. The device should stay in the child's bag or coat, or in the teacher's drawer. The school will not be held responsible for any damage or loss.

Secondary school

Students will be provided with a locker at the beginning of the year. This is their personal storage place for their books, bags and valuables. Students will receive stationery list at the beginning of the year.

Mobile phones are to be switched off during lessons and are not to be used during breaktimes. Wearing of headphones or earpods is not allowed. The school will not be held responsible for any damage or loss.



11.6 SCHOOL ATTENDANCE

Students are expected to be on time for all lessons and appointments. When a student is absent due to illness or another legitimate reason, parents are requested to contact the school between 8.00 – 8.30 the same day by sending a message to the class teacher via the Toddle parent app (Primary) or in Secondary school, by sending an email to: absence@internationalschooldelft.org, stating the full name and class of your child, and the reason for illness.

If a student is sick at school and needs to go home or be picked up, the parents will be contacted by a member of staff.

If students need to leave school before the end of the day, or are going to arrive late, permission should be requested in advance. Departure or arrival should be with as little disruption to the rest of the class as possible, so preferably between lessons or during a break.

Dutch law on compulsory education ‘leerplicht’

When living in the Netherlands, it is the legal duty of any parent to ensure that any children aged 5 or above are registered with a school and attend full-time education. In the Netherlands, it is difficult to arrange leave outside normal school holiday periods and then only in very special circumstances. Any special leave may not exceed 10 school days and an official leave request form must be completed and submitted to the school. This leave will not be granted in the first two weeks of the school year.

Should parents take their child/children out of school without permission, the school has the legal obligation to report this to the Leerplicht Ambtenaar (Compulsory Education Officer), who, in most cases, will take legal action.

Permission of leave may be granted by submitting a request for leave of absence, two weeks prior:

- A recognised religious celebration
- A wedding, funeral or other important event in the family (an invitation or supporting documents may be requested)
- Holiday if this is not possible during the school holidays due to the parents’ profession (supporting documents may be requested)

Reasons when leave will not be granted

- Holidays at non-peak time
- Early leave or late return because of traffic
- Family visits
- Children accompanying business trips
- Non-availability of suitable flights

Submitting a Request for Leave of Absence

Request forms can be found and submitted via the Toddle Parent app (primary) or downloaded from the school website (secondary). The form should be submitted at least two weeks prior to the requested dates.

[*Request for Leave of Absence Secondary*](#)

Punctuality and Presence at Secondary

Anyone arriving after the start of the school day is considered to be late. An initial warning will be given, with frequent lates, parents will be informed and there will be consequences for the student. Should the situation not improve, parents and student will be invited to a meeting with the mentor and a member of the leadership team to discuss the matter.

Following this, if the situation still does not improve, the school is legally obliged to inform the Leerplicht Ambtenaar who can take legal action which normally results in a fine for parents.

If a student is unexcused absent, parents will be informed. If a student has a pattern of frequent unexcused absences, the school is legally obliged to inform the Leerplicht Ambtenaar.

If a student has frequent absences due to illness, the school will discuss this with the parents and, if necessary, inform the school doctor.

11.7 TRUE COLORS CHILDCARE

Through our partnership with True Colors, ISD supports families in creating the right balance between career, studies and family life. True Colors Delft is an international childcare centre run by Stichting Kinderopvang Morgen. True Colors Delft is fully integrated into the primary school facilities and is committed to using the IB Primary Years programme for 3 year olds. By working together, a continuous provision for children 0-11 years is offered in a familiar atmosphere and with the flexibility parents seek.

True Colors Delft offers childcare after school for children 4-11 years, and pre-school daycare for children 0-4 years.

Play-based learning

True Colors Delft offers a great place for children to play and learn in a safe environment, with a warm and friendly atmosphere. Inspired by the elements of water, air, earth and fire; nature and sustainability are at the heart of what True Colors Delft offers to the children. The outdoor area links directly to the indoor space, merging the two worlds and encouraging outdoor play. True Colors Delft is also a place where parents can meet each other and members of the team and take time to chat.

[More information on True Colors Childcare, click here.](#)



11.8 HEALTH SCREEN CHECKS

The youth health department (JGZ - Jeugdgezondheidszorg) of the GG&GD Zuid-Holland represents all children in Delft and surrounding areas, along with their parents and guardians. They form a team of doctors, nurses, doctors' assistants, pedagogues, social workers and speech therapists. They specialize in the development of children from 9 months to 19 years. The JGZ expects all children up to the age of 19 to attend screenings during the period of their education.

The GGD team connected to IS Delft is composed of the following medical staff:

- School Doctor
- School nurse

During the school year, the school doctor checks group 2 and 3 children (age 5-6), and the nurse checks children in group 7 in primary and MYP 2 and MYP 4 in secondary. Parents are informed of these dates and invited to fill in a questionnaire. In secondary, our students will have lessons and will have time to ask questions regarding their physical and mental health in private.

If you have any questions or worries about the health or development of your child, you are always welcome to contact the Jeugdgezondheidszorgteam or we can connect you to the school doctor attached to ISD.

Jeugdgezondheidszorg Zuid-Holland West

telephone (+31) (0)88 054 99 99

(Monday to Friday 8:30 - 17:00)

e-mail info@jgzzhw.nl

website www.jgzzhw.nl

11.9 REPORTING CODE CHILD ABUSE

To strengthen the approach in preventing child abuse, negligence or domestic violence, schools are covered by the Wet Meldcode (Law Reporting Code). The purpose of the Reporting Code is that there is a quicker and more adequate response and intervention in these cases. The Reporting Code has a roadmap with which steps to take when child abuse or negligence or domestic violence is suspected.

At ISD we are committed to identifying the signs of childhood abuse, negligence or domestic violence and following a course of due diligence to report such incidents according to Dutch law.

All reports are handled confidentially and will be processed according to the reporting code as indicated by Child Protection laws in the Netherlands.

[More information about the Reporting Code \(Meldcode\) and the steps ISD follows.](#)

11.10 COMPLAINTS

Whenever there are concerns, questions or complaints, parents are always welcome to discuss these so that a solution can be reached. The first step is to discuss any issue with your child's class teacher or mentor. Such issues usually require the full attention of the teacher, so a meeting should be scheduled at a time that does not interfere with the teacher's preparation or other scheduled meetings. If this does not resolve the situation parents can contact the Subject Area Leader, Programme Coordinator, Head of School or Deputy Head of School.

Each parent or each child can also speak in confidence to the Internal Confidante if they have a problem that they feel uncomfortable speaking to the teacher or school management about. Further discussions or steps can only be taken with the parent's permission.

The internal confidante for ISD primary is: Ms Dianne Crowley. The internal confidante for ISD secondary is Ms Elize Burgess.

For complaints that cannot be resolved by the teacher, school management, Internal Confidante (vertrouwenspersoon) or the school management board, there is a nationwide complaints commission.

www.gcbo.nl

Official complaints procedure

A complaints regulation is a legal requirement. The complaints regulation may be obtained from the school administration and an example is available on the foundation's website, for ISD Primary: www.laurentiusstichting.nl or for ISD Secondary on www.lucasonderwijs.nl. The first point of contact for any complaint is the Internal Vertrouwenspersoon (confidante). The external confidantes of the school are listed below.

The confidante of the schools within the Laurentius Stichting – ISD Primary

Mevr C. van Eede

c.vaneede@onderwijsadvies.nl

telephone (+31) (0) 6 81491184

Vivian Donker-Hilhorst

v.donker@1801.nl

telephone (+31) (0) 182-556494

The confidante of the schools within the Lucas Stichting – ISD Secondary

de heer N. van der Perk en Mevr J. te Raa

klachten@lucasonderwijs.nl

telephone (+31) (0) 70 - 300 1151

On the basis of this complaints regulation, in addition to writing to the legal authority, it is also possible to submit your complaint to the Stichting Geschillen Commissies Bijzonder Onderwijs (National Complaints Committee):

Stichting Geschillen Commissies Bijzonder Onderwijs
 Postbus 394, 3440 AJ WOERDEN
 telephone (+31) (0)70 386 16 97
 e-mail info@gcbo.nl
www.gcbo.nl

11.11 CONFIDENTIAL INSPECTORS

A small team of inspectors at the Inspectorate of Education has a special task alongside their regulatory responsibilities: they are also Confidential Inspectors.

When might you need to contact a Confidential Inspector?

Parents, students, teachers, administrators, governing bodies and confidential counsellors may contact the Inspectorate’s Confidential Inspectors to discuss problems they are encountering at school in the areas of:

- sexual harassment and sexual abuse (sexual offenses)
- psychological and physical violence
- discrimination and radicalization

Complaints falling in the categories mentioned above may be submitted to the Confidential Inspector, who will listen, inform and advise as necessary. Your report will be registered in a confidential file that only the Confidential Inspector may access. If necessary, the Confidential Inspector may also advise you on the process of submitting a formal complaint or filing a police report. If there is a suspicion of sexual abuse (sexual offense), a reporting obligation may apply in certain cases.

How do you contact the Confidential Inspector?

The confidential inspectors may be contacted all workdays during office hours (08:00 – 17:00) on telephone number: 0900 111 3 111 (local costs).



11.12 PRIVACY AND GDPR

The GDPR has been in force since 25 May 2018. This regulation dictates how the school should handle the personal data of its students. The school is obligated to record certain personal data which is recorded by the administration of the school. At our school, the privacy of our students and their personal data is a top priority, and their personal information is treated with care.

The recording and use of personal data are limited to information that is strictly necessary for education and the data is stored securely. Access to the data is also limited and only authorized employees have access to the data.

The school also uses digital learning materials. The suppliers of these learning materials have received very limited student data. The school has made strict agreements with its suppliers about the use of personal data so that misuse is prevented. Student information is only shared with other organizations when there is parental consent unless such sharing is required by law. Sometimes, the school also processes other personal data, such as a photo for the website or a video recording of a lesson for the assessment of a teacher. Parental consent is always requested for the use of such information.

As a parent, you also have rights. You have the right to view your child's personal data. You also have the right to improve/update, supplement or have the stored personal data removed (e.g., if your personal data is processed on the basis of consent, you have to remove your consent). Finally, you can also object to the further processing of personal data due to special circumstances.

You can send your request to view the personal data of your child to the direction of the school, via e-mail.

Please note that the GDPR obliges the board under which the school falls (Laurentius for Primary and Lucas Onderwijs for Secondary) to appoint a Data Protection Officer who will monitor compliance with the GDPR.

If an irregularity occurs with regard to the processing of personal data, you can report this to the management of the school.

Parents can also submit a complaint by calling the Data Protection Officer of Laurentius (Primary) 015-2511440 or Lucas Onderwijs, tel nr 070 - 300 94 52.

12 ISD COMMUNITY

12.1 PARTICIPATION COUNCIL – MEDEZEGGENSCHAPSRAAD (MR)

Dutch regulations regarding participation in schools (1 January 2007) regulate the establishment of a Participation Council (MRs) in Primary and Secondary schools in the Netherlands. Through the Participation Council staff, parents (and students from secondary), have an advisory role for areas of the school vision and planning. The council comprises of elected members proportionally divided between staff and parents/ students (students in Secondary).

There is a separate Division Council for ISD Primary and ISD Secondary. However, joint meetings take place a couple of times per year.

12.2 PARENT TEACHER SOCIAL COMMITTEE ASSOCIATION

ISD has a Parent Teacher Social Committee (PTA) to enhance the role parents can play in organising social and community-oriented events. As a team we strive to support each other while learning and growing as a community. Events ranging from small to large are planned on a weekly basis, engaging parents, families, and teachers. Events are aligned with the ISD pillars of learning, trustworthiness, citizenship, fairness, respect, responsibility, and caring.



13. FINANCIAL MATTERS

13.1 PARENTAL FEES

To secure a place at ISD parents are required to pay a one-off payment of 250 euros per child which serves as a registration fee.

Information about the school fees can be found in the Standard Terms and Conditions.

[Standard Terms and Conditions 2024-2025](#)

Small charges for external and residential visits are charged in addition to the school fees.

Questions regarding financial matters may be directed to: finance@internationalschooldelft.org

13.2 STANDARD TERMS AND CONDITIONS

On our website (www.internationalschooldelft.com), you will find the most up-to-date version of the standard terms and conditions, this document explains eligibility, fees and the process of registration and application.

You are responsible for ensuring that all required payments are made on time using the prescribed procedures.

[Standard Terms and Conditions 2024-2025](#)

13.3 ACCIDENT INJURY INSURANCE

The school has a collective accident injury insurance. It provides for limited cover in case injuries are not covered by the student's own insurance. It applies to accidents incurred on the way between home and school, as well as in the course of activities organised by, and/or under the responsibility, of the school. Please note that damage incurred to school and student property, is not covered by the school insurance company. The insurance of the child will be contacted.

If a child is injured on school premises the qualified first aider will make an assessment and provide first aid support. In an life threatening situation the school will call the emergency number, in all other situations the parents will be contacted and parents can contact the family GP or Huisartsenpost if needed.



14. APPENDIX

The following school policies can also be found on the
ISD website.

[Academic Honesty Policy](#)

[Admissions Policy](#)

[Assessment Policy](#)

[Behaviour Policy](#)

[Diversity, Equity and Inclusion Policy](#)

[Language Policy](#)