



# SCHOOL GUIDE 2025-2026



# WELCOME TO INTERNATIONAL SCHOOL DELFT

We are proud to present the International School Delft (ISD) School Guide for the 2025-2026 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 to around 230 students now. 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 2025-2026 school year, ISD Secondary will teach around 320 students and moves into a new purpose built school building at the TU Campus. The Secondary school is governed by the Board of the Stichting Lucas Onderwijs.

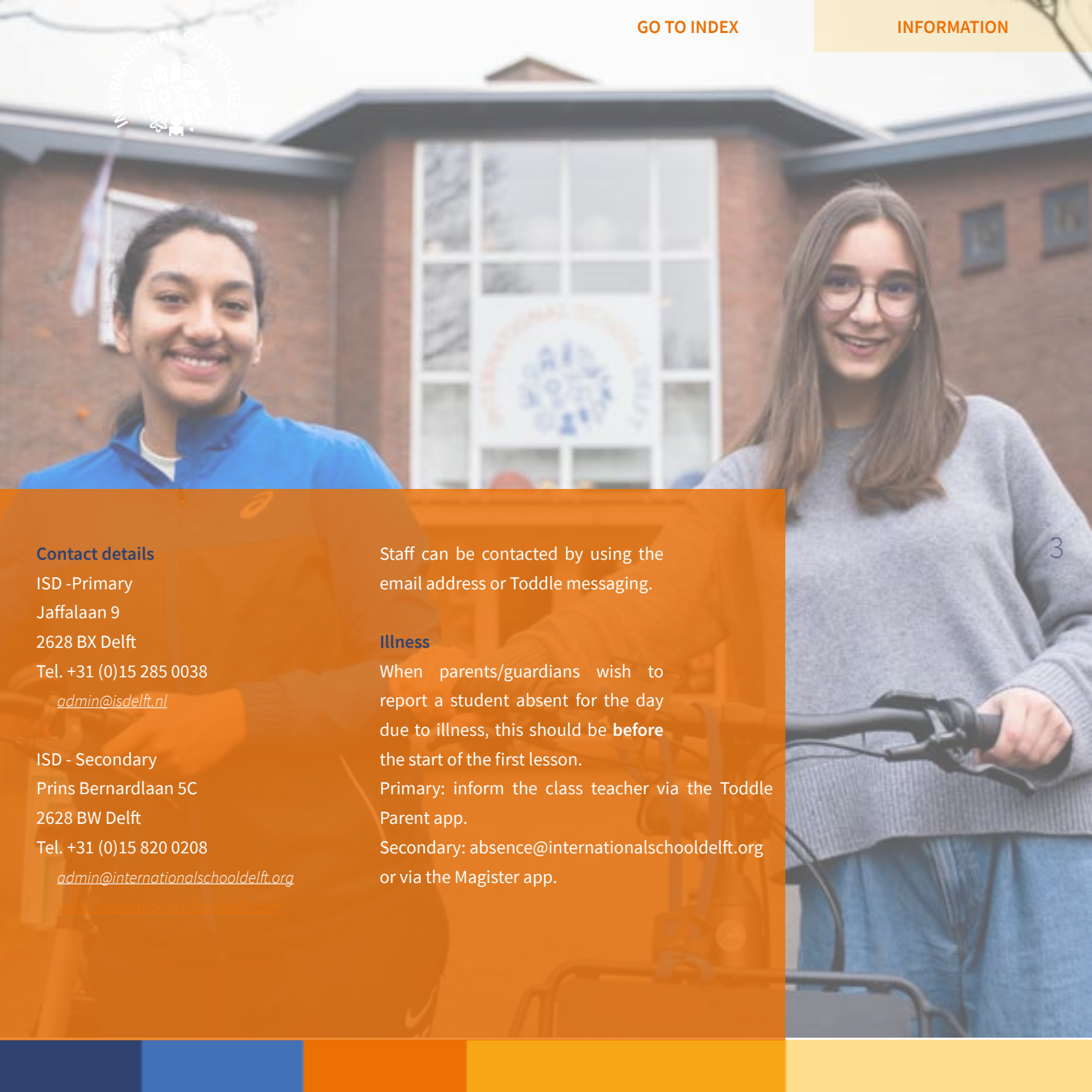
The two school boards collaborate closely to offer a cohesive IB education from Primary through Secondary levels. Our curriculum emphasizes inquiry-based learning and maintains strong connections with TU Delft.

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.

**Sander Raaphorst - Head of ISD Primary**

**Minke Veeneklaas - Head of ISD Secondary**



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Staff can be contacted by using the email address or Toddle messaging.

### 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](mailto: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](http://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](http://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](http://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.

[\*Lucas Onderwijs General School Regulations\*](#)

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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website [www.laurentiusstichting.nl](http://www.laurentiusstichting.nl)

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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website [www.lucasonderwijs.nl](http://www.lucasonderwijs.nl)



## 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](http://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.

### 5.2.2 PLAY BASED LEARNING IN THE EARLY YEARS

At ISD, we recognize that play is central to children's learning in the early years. We embrace a play-based approach to foster curiosity, creativity, and critical thinking. Play provides children with opportunities to explore, inquire, and make sense of the world around them.

Through structured and unstructured play experiences, our young learners engage with concepts and skills in meaningful contexts, promoting social, emotional, cognitive, and physical development. Play encourages children to collaborate, communicate, and problem-solve, building the foundational skills needed for lifelong learning.

As part of the IB PYP framework, we support each child's individual journey by creating a stimulating, child-centered environment where learning is guided by inquiry, exploration, and reflection. We believe that through purposeful play, children develop not only their



academic skills but also their ability to become active, responsible, and compassionate members of the global community.

### 5.2.3 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.



#### 5.2.4 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.



### 5.2.6 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

### 5.2.5 HOMEWORK

At ISD we aim for homework to be meaningful, purposeful and relevant. Homework in the PYP consists of optional suggestions for activities or assignments that are connected to the learning in class and focusses on development of specific skills and goals. These home activities are usually communicated by the class teacher through the Unit Newsletter.



### 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 2025-2026.

#### 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 offers 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 are offered Visual Arts as a subject. 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

### 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 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 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 are introduced to the idea of the 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 showcase their end product in the Personal Project Exhibition.



### 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 2024-2025 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 Dutch and Math, focused on Escher. 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: Strike it Right, led by the PHE and languages. Finally, MYP 5 completed an e-assessment involving Science and English.

### 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 2025-2026**

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	3	3
Mentor	2	2	2	2	2
EAL	2	2	2	2	-

**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 is 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](http://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:

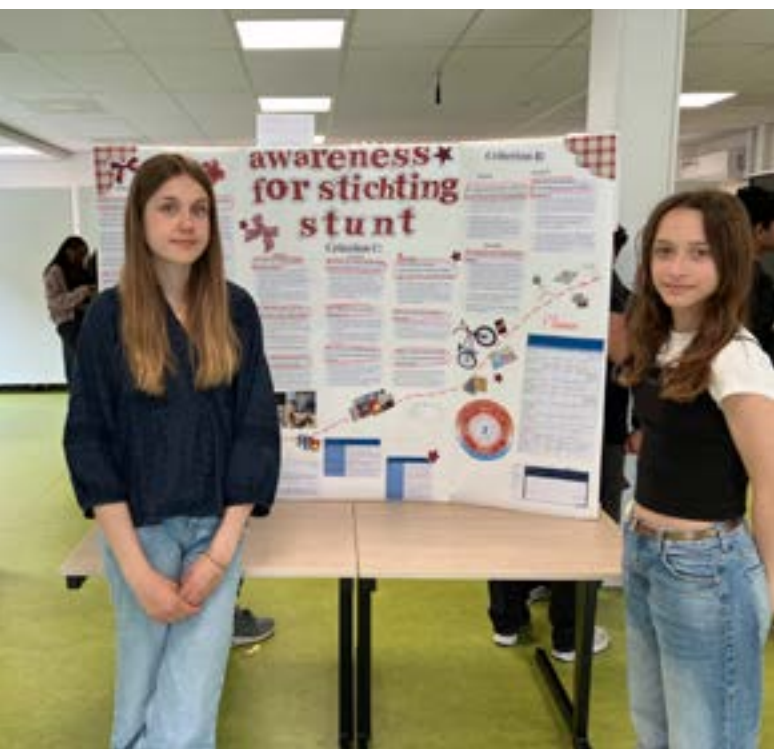
- feel empathy towards others
- make small-scale changes to behaviour
- undertake larger and more significant projects
- act on one's own
- act collaboratively
- take physical action
- suggest modifications to an existing system for the benefit of all involved
- persuade people in more influential positions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

In March 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.

### DP reporting

Reporting to students and parents occurs through:

1. Written reports to be send out through Toddle  
**October:** DP 1 Progress indicator and ATL skills, DP 2 full grades  
**February:** DP 1 Criteria grades & subject comments, DP 2 final school report with full grades  
**July:** DP 1, Final end-of-year report with final achievement level and mentor comment
2. Conferences:  
 Parent-teacher conferences are held in November and in March (only DP 1) 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.

### 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 are given a MYP planner at the beginning of the year. In mentor lessons and in class, students are 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 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, and ISD secondary (since 2025) are both located within the TU campus.



## 5.8 ECO SCHOOLS & SUSTAINABLE DEVELOPMENT GOALS

Sustainability is at the heart of our mission statement; hence we are proud to be an Eco-School. Eco-Schools ([www.ecoschools.global](http://www.ecoschools.global)) is an international program through the Foundation of Environmental Education. The core principle of the Eco-Schools program is ‘student led change’ which champions active inquiry based learning to enrich collective autonomy and encourage sustainable global citizenship.

Around 52, 500 schools in 79 countries are running the Eco-Schools program. In early 2020, our Primary students took the first steps to obtaining ‘The Green Flag’ and after jointly organising various sustainable initiatives, ISD was awarded The Green Flag in October 2022 for both the Primary and Secondary School.

By creating an engaging space for student agency and supporting experiential learning , the Eco Team



enables students to explore ideas, initiate projects and organise events whilst inquiring into and learning about meaningful change, environmental stewardship and working in partnership. The Eco Team is a whole school initiative guided by teachers, parents and the school community where seeds are sown for a sustainable future.

## 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.

If children have concerns, they should speak with a trusted adult at school. This can be any teacher, the Learning Support Coordinator (who is also the school's confidant and wellbeing coordinator), or another staff member they feel comfortable with. They are welcome to bring a friend or parent for support if needed.

The staff member will inform the class teacher (if not already involved), and may also involve the Head of School or Deputy Head, depending on the situation. The class teacher will meet with the children involved and begin addressing the issue using a restorative approach.

A plan will then be put in place to resolve the situation. This may include appropriate consequences and, when helpful, a circle time session to support class-wide understanding and positive relationships.



### 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' home 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 their home language(s) at home in order to strengthen the student's general language development. Maintaining high levels of the home language is a key determinant to develop international mindedness. It supports cognitive growth, emotional well-being and academic success as well as strengthens family connections and opens doors for future opportunities.

Our MRC/library has a wide collection of multiple home language books to support home language maintenance. Many parents offer support in our library. We encourage families to share and exchange their own resources. Furthermore, in primary, we invite family members to come to school and read in their home language to students.

## 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 that 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, and differentiated for beginners and developers in ISD primary.

In 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 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 2025-2026, 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](mailto:admin@isdelft.nl)

website [www.internationalschooldelft.com](http://www.internationalschooldelft.com)

International School Delft – secondary campus

Prins Bernhardlaan 5C

2628 BW Delft

tel +31 (0) 15 820 0208

email [admin@internationalschooldelft.org](mailto:admin@internationalschooldelft.org)

website [www.internationalschooldelft.com](http://www.internationalschooldelft.com)

### 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](mailto:admin@isdelft.nl) (Primary school campus) or [admin@internationalschooldelft.org](mailto:admin@internationalschooldelft.org) (Secondary school campus)

### 8.3 SCHOOL DAY AND TIMETABLING

#### Primary school Morning Routine and Drop off

Children can be dropped into school via the front door or the playground door. Both of these doors will be opened from 8:15-8:30. A member of staff will stand on each of these doors to welcome children and ensure a safe transition into school. The member of staff responsible for opening the playground door will be positioned at the edge of the playground by the monkey bars/hedges to ensure they have a view of the whole playground and gate.

Parents who arrive a little earlier are welcome to wait on the school playground with their child(ren) before 8:15, but this will be unsupervised by school staff. For safety reasons, we strongly recommend that children are not left alone on the school playground before 8:15.

For the children's independence and to avoid congestion in the hallways, we ask parents to say goodbye to their children on the playground or in front of the school. There will be members of staff available inside to support the students with putting their belongings in the right place and heading to their classrooms.

#### Outline of a day at ISD Primary

**Monday:** 08:30 - 14:45 (all groups)

**Tuesday:** 08:30 - 14:45 (all groups)

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

**Thursday:** 08:30 - 14:45 (all groups)

**Friday:** 08:30 - 12:30 (group 1&2) 08:30 - 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 Magister 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 17:30 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 - 12:30
5	12:30 - 13:15
6	13:15 - 14:00
7	14:00 - 14:45
<i>Break</i>	14:45 - 15:00
8	15:00 - 15:45
9	15:45 - 16:30
10	16:30 - 17:15



## 8.4 SCHOOL HOLIDAYS AND STUDY DAYS

### 8.4.1 SCHOOL HOLIDAYS

20-24 October 2025	Half Term - Autumn break
19 December 2025	Start Winterbreak primary
22 December - 2 January 2026	Winter break
16 February - 20 February 2026	Spring break
3 April - 6 April 2026	Easter Holiday
20 April – 1 May 2026	May Holiday (Secondary)
27 April - 8 May 2026	May Holiday (Primary)
5 May 2026	5 May holiday
14 May - 15 May 2026	Ascension Day holiday
25 May 2026	Pentecost
20 July - 28 August 2026	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

1-2 September 2025	Staff study days
27 October 2025	Staff study day - primary
26 November 2025	Staff study day - secondary
27 November 2025	Staff study day
5 January 2026	Staff study day
18 March 2026	Staff study day - primary
24 March 2026	Staff study day - secondary
16 June 2026	Staff study day - primary
17 July 2026	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](mailto:sraaphorst@isdelft.nl)

*Kayleigh Schuurmans*  
Deputy Head of School  
[kschuurmans@isdelft.nl](mailto:kschuurmans@isdelft.nl)

#### Pedagogical Leadership

*Jacqui Wilmot*  
PYP coordinator  
[j.wilmot@isdelft.nl](mailto: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](mailto:m.veeneklaas@internationalschooldelft.org)

*Evelyne Le Poole*  
Deputy Head of School  
[e.lepoole@internationalschooldelft.org](mailto:e.lepoole@internationalschooldelft.org)

*Aleksandra Wrobel*  
Team Leader Operations and Facilities  
[a.wrobel@internationalschooldelft.org](mailto:a.wrobel@internationalschooldelft.org)

#### Pedagogical Leadership

*Olwyn Hall*  
MYP Coordinator  
[o.hall@internationalschooldelft.org](mailto:o.hall@internationalschooldelft.org)

*Liza Dippenaar*  
DP Coordinator  
[l.dippenaar@internationalschooldelft.org](mailto: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 in the Appendix 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.

The organisation and support structure, as well as our facilities for support can be found in the Appendix 'International School Delft Primary Support Structure (School Ondersteunings Profiel)'.

#### 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)	
<i>Email</i>	<a href="mailto:helpdesk@ppodelflanden.nl">helpdesk@ppodelflanden.nl</a>
<i>Website</i>	<a href="http://www.ppodelflanden.nl">www.ppodelflanden.nl</a>

#### Contact with SWV VO Delflanden

visiting and post address	
Buitenhofdreef 8	
2625 XR Delft	
<i>Email</i>	<a href="mailto:info@swvvo-delft.nl">info@swvvo-delft.nl</a>
<i>Website</i>	<a href="http://www.swvvo-delflanden.nl">www.swvvo-delflanden.nl</a>

## 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 STAFF

PYP coordinator	<i>Jacqui Wilmot</i>
EY coordinator	<i>Celeste duPreez</i>
Learning support & wellbeing coordinator	<i>Dianne Crowley</i>
EAL & Home language coordinator	<i>Ingrid Alkemade</i>
PYP 0-1	<i>Mary Joy Bordan</i> <i>Maru Ferrara</i>
PYP 1/2	<i>Celeste duPreez</i>
PYP 1/2	<i>Onna van Cooten</i>
PYP 3	<i>Samantha Lawrenz</i>
PYP 4	<i>Swetha Banda</i> <i>Caitlin Mackenzie</i>
PYP 5	<i>Brittany Raaphorst</i> <i>Mary Joy Bordan</i>
PYP 6	<i>Sara Moroney</i>
PYP 7	<i>Payal Bhaskar</i>
PYP 7	<i>Sheila Clarke</i>
Cover teacher	<i>Tiana Bogaert</i>
Teaching assistants	<i>Kerryanne O'Reilly</i> <i>Judit Rapai</i> <i>Renu Ochani</i>
EY teaching assistantss	<i>Barbara Hupkens</i> <i>Lucinda Juliani</i> <i>Brid O'Dwyer</i> <i>Lili Glockler</i>
IT Coordinator	<i>Alanna Johnson</i>

Admissions/ Admin	<i>Joanna Oduber</i> <i>Alanna Johnson</i>
Concierge	<i>Simo Mouhsine</i>
Dutch teacher	<i>Wies Selman</i>
PE teacher	<i>Aniska Coetzee</i>
Music teacher	<i>Ilein Bermudez</i>
Learning support and EAL teachers	<i>Ingrid Beekhuizen</i> <i>Irene Alkemade</i> <i>Shelley Moolman</i>
School psychologist	<i>Lili Glockler</i>
Library Coordinator	<i>Kerryanne O'Reilly</i>
Internship Coordinator	<i>Ingrid Beekhuizen</i>

## 9.6 SECONDARY STAFF

Marga Akerboom	<i>Dutch</i>
Constanza Avaria Risi	<i>Spanish</i>
Gabi Angelin Teixeira	<i>Science &amp; Physics</i>
Loes Bekkers	<i>PHE</i>
Jon Bell	<i>Science</i>
Debbi Bell	<i>I&amp;S</i>
Ashly Bennett-de Vaal	<i>Planning &amp; Organisation</i>
Marcel Bolten	<i>Design</i>
Joep van den Boom	<i>I&amp;S and Geography</i>
Frits Bosman	<i>PE teacher</i>
Patricia Brugman	<i>Dutch &amp; Careers</i>
Mirjam de Bruin	<i>Communication &amp; Careers</i>
Elize Burgess	<i>Student sport</i>
Joline Cramer	<i>Dutch</i>
Alina Cymner	<i>Science</i>

Juliette Dekyndt	<i>Student support</i>
Mike Dessens	<i>English</i>
Dipti Deva	<i>Mathematics</i>
Claudine van Diemen	<i>PE</i>
Liza Dippenaar	<i>DP coordinator/Physics</i>
Anastasija Eminovic	<i>Finance</i>
Tamara Eskue	<i>Student support</i>
Jef Fobelets	<i>I&amp;S and TOK</i>
Consuela Frijde	<i>Design</i>
Margo Gavin	<i>Receptionist</i>
Claire Gormley	<i>Science &amp; Biology</i>
Federica Grassulo	<i>Music</i>
Judith Gerritzen	<i>Art</i>
Olwyn Hall	<i>MYP coordinator &amp; Spanish</i>
Alma Haracic	<i>Science</i>
Maya Kalir	<i>Admissions/Admin</i>
Emre Karayalcin	<i>Math</i>
Leo Koppenaal	<i>Concierge</i>
Jennifer LaForge	<i>CAS coordinator &amp; English</i>
Tom van Leeuwen	<i>PHE</i>
Becky de Lijster	<i>English</i>
Suneel Madahar	<i>Design</i>
Noemie Massol	<i>Admissions/Admin</i>
Tadgh Naughton	<i>Math</i>
Marine Okhrimenko	<i>French</i>
Becky van Paassen	<i>Art &amp; Staff coach</i>
Nane Paraiso	<i>English</i>
Sofia Raptopoulou	<i>I&amp;S and History</i>
Joke Reijnhoudt	<i>Math</i>
Gina Ruocco	<i>Library and English</i>
Christina Salvatore	<i>I&amp;S</i>

Andi Sarvestani	<i>Math</i>
Tessa Scholten	<i>Dutch</i>
Anouk Spaans	<i>Art</i>
Clementine Socroun	<i>French</i>
Drake Stoughton	<i>Music</i>
Henry Varga	<i>I&amp;S and Business Management</i>
Layla van de Velden	<i>Student Support</i>
Angela Verbeek	<i>Concierge</i>
Karen Weeder	<i>Dutch</i>
Philip Whelan	<i>English</i>
Jolundi Wilson	<i>Individuals &amp; Societies</i>

## 9.8 MENTORS

MYP 1A	<i>Judith Gerritzen</i>
MYP 1B	<i>Anouk Spaans</i>
MYP 1C	<i>Christina Salvatore</i>
MYP 2A	<i>Mike Dessens</i>
MYP 2B	<i>Juliette Dekyndt</i>
MYP 3A	<i>Karen Weeder</i>
MYP 3B	<i>Becky de Lijster</i>
MYP 4A	<i>Clementine Socroun</i>
MYP 4B	<i>Federica Grassulo</i>
MYP 4C	<i>Tadgh Naughton</i>
MYP 5A	<i>Frits Bosman</i>
MYP 5B	<i>Tessa Scholten</i>
DP 1A	<i>Joep van den Boom</i>
DP 1B	<i>Constanza Avaria-Risi</i>
DP 1C	<i>Debbi Bell</i>
DP 2A	<i>Jon Bell</i>
DP 2B	<i>Loes Bekkers</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 2025-2026

In the academic year 2025-2026, 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 is located opposite the primary campus at Prins Bernardlaan 5C, TU Delft campus, Delft.

In 2025-2026, ISD secondary moved to a new school building that has been designed around the school learning concept.

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](http://www.internationalschooldelft.com)

#### Who to contact when?

<a href="#">Absences</a>	Toddle parent app (primary) <a href="mailto:absence@internationalschooldelft.org">absence@internationalschooldelft.org</a> (secondary)
<a href="#">Admissions</a>	<a href="mailto:admissions@internationalschooldelft.org">admissions@internationalschooldelft.org</a>
<a href="#">Finance</a>	<a href="mailto:finance@internationalschooldelft.org">finance@internationalschooldelft.org</a>
<a href="#">Community builder</a>	<a href="mailto:t.eskue@internationalschooldelft.org">t.eskue@internationalschooldelft.org</a>
<a href="#">Communication</a>	<a href="mailto:m.debruin@internationalschooldelft.org">m.debruin@internationalschooldelft.org</a>
<a href="#">ICT</a>	<a href="mailto:ajohnson@isdelft.nl">ajohnson@isdelft.nl</a>

### 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 ISD 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 aula or outside. DP students may have lunch in the DP lounge and MYP 1 students in the study area next to the MRC. There will be supervision in this area during lunch times. Students bring their own snacks and lunch or buy healthy snacks in the school canteen. MYP 1-4 students may not go off campus to buy lunch in the supermarket. Older students are allowed.





### 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.



## 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](mailto: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

For primary school children, the digital request form can be found under the “Schools Policy” section in the Toddle Family app. Completed forms together with any additional information (wedding invitation, confirmation of appointments) can be submitted as an excusal in Toddle.

In secondary, the form can be downloaded from the

school website. 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](mailto:info@jgzzhw.nl)*

*website [www.jgzzhw.nl](http://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](http://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](http://www.laurentiusstichting.nl) or for ISD Secondary on [www.lucasonderwijs.nl](http://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](mailto:c.vaneede@onderwijsadvies.nl)

telephone (+31) (0) 6 81491184

Vivian Donker-Hilhorst

[v.donker@1801.nl](mailto: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](mailto: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](mailto:info@gcbo.nl)

[www.gcbo.nl](http://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 2025-2026](#)*

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](mailto:finance@internationalschooldelft.org)

### 13.2 STANDARD TERMS AND CONDITIONS

On our website ([www.internationalschooldelft.com](http://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 2025-2026](#)*

### 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.



## 13. APPENDIX

### **POLICIES**

[Academic Honesty Policy](#)

[Admissions Policy](#)

[Assessment and promotion Policy](#)

[Behaviour Policy](#)

[Diversity Equity and inclusion Policy](#)

[Language Policy](#)

### **SCHOOL SUPPORT PROFILE (SOP)**

[School ondersteunings profiel \(SOP\) - Primary](#)

[School ondersteuningsprofiel \(SOP\) - Secondary](#)