



International School Delft School Guide

2026 – 2027

◆ *Inspiring learning for a sustainable future*

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Welcome to ISD

We are proud to present the International School Delft (ISD) School Guide for the 2026-2027 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 200 students. ISD Primary is governed by the Board of the Laurentius Stichting.

In 2019, ISD expanded to include a secondary school. For 2026-2027, ISD Secondary will teach around 370 students. In 2025 the school moved to 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 wellbeing of our students, ensuring an inspiring and joyful school year ahead.

Sander Raaphorst

Head of ISD Primary

Minke Veeneklaas

Head of ISD Secondary



1. School Philosophy

1.1 About ISD

Mission: *“Inspiring learning for a sustainable future”.*

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.

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

At ISD, we develop 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

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.

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.

[School plan ISD – 2023-2027](#)





2. International Baccalaureate

The International Baccalaureate curriculum provides the framework for the curriculum at ISD. The IB offers education for students from age 3 to 19, comprising 4 programmes (PYP, MYP, CP and DP) that focus on teaching students to think critically and independently.

ISD offers 3 of the 4 IB programmes: the IB PYP, the IB MYP and the IB DP. The IB programmes prepare our students for a quickly and ever changing world.

IB schools share a common philosophy — a commitment to high quality, challenging, international education. Children from internationally mobile families can be confident that their learning can be successfully continued in other IB schools around the world.

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.

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 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 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 and engaging with issues of local and global significance.
- ◆ **Thinkers** We use critical and creative thinking skills to analyse and take responsible action on complex problems, exercising initiative in making reasoned, ethical decisions.
- ◆ **Communicators** We express ourselves confidently and creatively in more than one language and collaborate effectively, listening carefully to others.
- ◆ **Principled** We act with integrity and honesty, with a strong sense of fairness and justice, and respect for the dignity and rights of people everywhere.
- ◆ **Open-minded** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others.
- ◆ **Caring** We show empathy, compassion and respect, with a commitment to service and acting to make a positive difference.
- ◆ **Risk-takers** We approach uncertainty with forethought and determination, exploring new ideas and innovative strategies.
- ◆ **Balanced** We understand the importance of balancing different aspects of our lives to achieve wellbeing for ourselves and others.
- ◆ **Reflective** We thoughtfully consider the world and our own ideas and experience to understand our strengths and weaknesses.



3. Governance

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

Laurentius Stichting

Board of 29 primary schools, including ISD Primary, and 1 school for 'praktijkonderwijs' in the Haaglanden region.

www.laurentiusstichting.nl

Lucas Onderwijs

Board for more than 80 primary and secondary schools, including ISD Secondary, in the Haaglanden region.

www.lucasonderwijs.nl

Both boards work in close co-operation, with the ambition to consider ISD as one school offering a vertically aligned international educational programme for students aged 4–18. ISD is partly state-funded and accountable to the Dutch Ministry of Education.

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.

Laurentius Stichting Board

Chair	Mr. K. Tigelaar
Member	Mr. T. Christophersen
Address	Burgemeestersrand 59, 2625 NV Delft
Telephone	+31 (0)15 251 14 40
Email	info@laurentiusstichting.nl



Lucas Onderwijs Board

Chair	Mw. G.H.M. Leijh
Member	Mw. Y. Kops
Regional Director	Mr. J.A. Wolthuis
Address	Saffierhorst 105, 2592 GK Den Haag
Telephone	+31 (0)15 300 11 00
Email	info@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



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, based on thorough and ongoing assessment. With small class sizes and differentiated teaching, learning can be accommodated for students of a variety of ages and stages.

Primary Years Programme (PYP) · Ages 4–11

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 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. Traditional academic subjects are taught in multi- or interdisciplinary lessons under six transdisciplinary themes.

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, 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 and are used to inform increasingly impactful future learning and teaching through monitoring, documenting, and reflecting on student progress.

It is an ongoing process of observing, gathering, analyzing, reflecting, and responding to evidence of student learning.

5.2.5 PYP Reporting Progress

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 students' 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 review the progress of your child.

May: Student-Led Conferences (SLCs) – 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

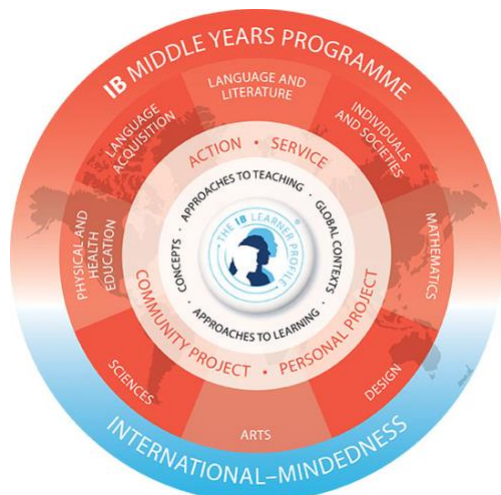
5.2.6 Homework

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 focuses on development of specific skills and goals. These home activities are usually communicated by the class teacher through the Unit Newsletter.

Middle Years Programme (MYP) · Ages 11–16

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

- 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 MYP Subjects

At the International School Delft, MYP students will study the following subject areas in MYP 1 - 5 in 2026-2027.

Language and Literature

The school offers English and Dutch as Language and Literature courses. The Language and Literature courses focus 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

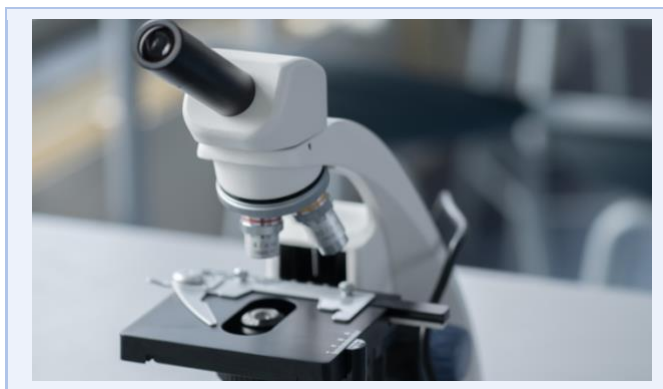
In MYP 1, 2 and 3, all students follow the core maths programme, with differentiation taking place within the group where needed. A maths extension programme is also offered after school.

In MYP 4 and 5, students choose between Core and Extended maths. Core covers the standard mathematical principles and skills needed to meet the MYP objectives. Extended builds on this same foundation but adds extra topics and greater depth, preparing students who plan to continue with higher-level maths, such as HL Mathematics in the DP. Placement is decided based on the Maths teacher's recommendation, input from the MYP coordinator, and the student's own choice.

Sciences

In MYP 1, 2 and 3, students follow an integrated science programme that combines concepts and skills from Biology, Chemistry and Physics. Beginning in MYP 4, students will choose to study one or two separate science subjects rather than continuing with an integrated course. This change has been introduced to provide greater depth of learning, allowing students to develop stronger subject-specific knowledge and practical skills. By

specialising earlier, students will be better prepared for the academic demands, assessment criteria and approaches to learning required in the DP sciences. 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)



Individuals and Societies

ISD offers the Integrated Humanities programme from MYP 1–5. This programme covers topics from subjects in the Individuals and Societies group such as Geography, History and Economics/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.

All students study Design in MYP 1–3. From MYP 4 onwards, Design becomes an elective, allowing students to choose one or two subjects from Design, Visual Arts, and Music according to their interests and strengths.

Arts

In MYP 1, 2 and 3, students are introduced to both Visual Arts and Music. From MYP 4 onwards, the arts become electives and students choose one or two subjects from Design, Visual Arts, and Music.

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 2025-2026 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 about fairytales involving Individuals and Societies and Language and Literature.

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, Approaches to Learning and Careers guidance will be covered.

MYP Projects

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 to collaborate within a project team and pursue service learning. At the end of the project, students can 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 final product in the Personal Project Exhibition.

Allocated time for subjects for 2026-2027 (lessons/wk)

Subject	1	2	3	4	5
English LL/AQ	3	3	3	3	3
Dutch LL/AQ	3	3	3	3	3
French / Spanish	3	3	3	3	3
Maths	4	3	3	–	–
Maths Core / Extended	–	–	–	4	4
Integrated Humanities	3	3	3	4	4
Science	3	3	3	–	–
Biology	–	–	–	3	3
Physics	–	–	–	3	3
Chemistry	–	–	–	3	3
Design	2	2	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

5.3.2 Service as Action

Every MYP school expects students to become involved with their communities. At ISD, Service as Action is a vital element embedded in the curriculum. Students learn to feel empathy, make changes to behaviour, undertake projects, act individually and collaboratively, and consider the ethical implications of their actions.

At the beginning of the school year, the Service as Action Coordinator introduces expectations to students and works with mentors, students, and external parties to create meaningful opportunities for action.

Service as Action encourages students to move beyond simply helping others and instead engage in shared efforts towards a common good, grounded in real understanding of issues like poverty, literacy or pollution. Through this, students build respectful, collaborative relationships with the people and communities they work with.

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, multilingualism 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.

Test week

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

Parents are encouraged to maintain a close dialogue with their child on their progress with the support of the mentor and the Toddle platform, 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:

Written reports to be send out through Toddle

December: Criteria grades and ATL skills

February: Criteria grades, SAA and IDU grade

April: Criteria grades

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

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 MYP results

In the MYP at ISD students complete a range of school-based assessments that are designed and marked by ISD teachers using International Baccalaureate (IB) assessment criteria. The Personal Project is externally moderated by the IB to ensure that assessment standards are applied consistently across IB World Schools.

To be awarded the **MYP School Certificate**, students must achieve a minimum total of **28 out of 56 points** across the MYP subject groups, the Personal Project and the IDU. In the 2025–2026 academic year, all MYP Year 5 students successfully met this requirement and were awarded the MYP School Certificate.

Progression to the IB Diploma Programme (DP) is based on ISD's admission criteria. Students are required to achieve at least 32 points in the MYP, while also meeting the subject-specific requirements needed to create a Diploma Programme course package, including three Higher Level (HL) subjects. Of the 36 students who completed MYP Year 5 in 2025–2026, 32 continued into the IB Diploma Programme at ISD. The remaining students continued their educational

pathway at another school, enrolling in either an MBO Level 4 programme or the IB Career-related Programme (IBCP).

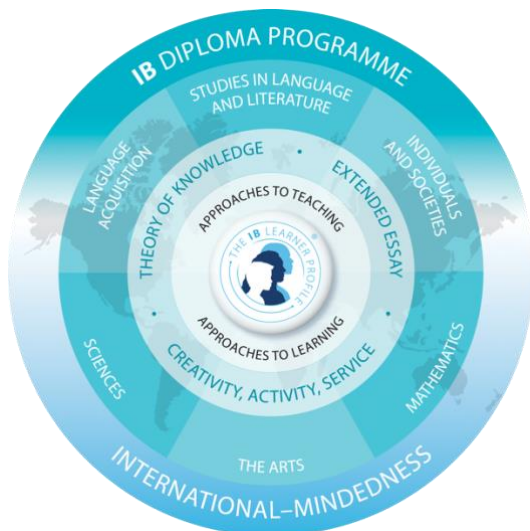


Diploma Programme (DP) · Ages 16–19

- Language Acquisition
- Individuals and Societies
- Experimental Sciences
- Mathematics
- The Arts (or an extra subject from groups 1–4)

5.5 The Diploma Programme

The IB Diploma Programme 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 DP curriculum is recognised 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**:

- Studies in Language & Literature

Courses are taken at Higher Level (HL, 240 hours) or Standard Level (SL, 150 hours), with at least three and not more than four courses at HL.). This structure allows students to focus on their areas of interest while also exposing them to a range of disciplines.

The DP 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

- December — Grades and ATL skills
- February — Grades and CAS and mentor comment
- April — DP 1: Grades
- July — DP 1: final end-of-year report with CAS, TOK and mentor comment

5.6 DP Student results and progression

The information below provides an overview of our students' examination results and progression to further education.

DP results

Cohort	Pass rate	Average total pnts
2025	May - 83 %	28.1
	Nov – 93 %	
2026	May – 98%	31.3

in the Netherlands and abroad. Recent destinations include Dutch research universities such as TU Delft, TU Eindhoven, Leiden University, Utrecht University, Maastricht University, Tilburg University, and Vrije Universiteit Amsterdam, where students have pursued programmes including engineering, computer science, psychology, law, pharmaceutical sciences, and international business. Others have chosen international institutions, including Penn State University (USA), Western University (Canada), the University of East Anglia (UK), and Bates College (USA). Some graduates also choose to take a gap year before beginning their higher education, reflecting the diverse pathways our students take after completing the IB Diploma Programme.

University destinations after DP

Following graduation, ISD students continue their education at a wide range of respected universities

5.7 Homework (Secondary)

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 focuses 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.

5.8 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. Therefore, lunches and breaks are laptopfree at ISD.



5.9 TU Delft 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 Secondary are both located within the TU campus.

5.10 Sustainability & Eco Team

Sustainability is at the heart of our mission. We are proud to have two enthusiastic Eco Teams operating across both our primary and secondary schools. The core principle of these teams is "student-led change," which champions active, inquiry-based learning to foster collective autonomy and encourage sustainable global citizenship.

By creating an engaging space for student agency and supporting experiential learning, the Eco Teams enable students to:

- Explore innovative ideas and launch their own environmental projects.
- Organize community events centered on meaningful ecological change.
- Develop lifelong skills in environmental stewardship and collaborative partnership.

Our Eco Team is a whole-school initiative guided by teachers, parents, and the wider school community—working together to ensure the seeds for a sustainable future are sown today.



6. Student Wellbeing & School Climate

6.1 Student Wellbeing

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.

6.2 Student Support

ISD is an inclusive school serving the whole of the international community in Delft. Children with specific educational, physical, emotional or social needs are considered on a case-by-case basis.

The support team consists of a coordinator, a school counsellor and/or school psychologist, and staff providing academic and/or behavioural/social support. The school also collaborates with specialist

therapists to meet a range of specific needs; these services are usually at additional cost to parents.

Please refer to our inclusion policy in the Appendix for more information on this subject.

The International Baccalaureate curriculum is academically rigorous. Differentiation is offered, and where possible, extra support is put in place to remove barriers to learning.

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 other local partners, such as Delft Support and JGZ, to ensure we meet the needs of our students.

ISD also maintains an Inclusion Action Plan, aligned with the inclusion policy, which describes the support structure and the levels of support offered at ISD. This includes cooperation with the Samenwerkingsverband and our other partners where ISD itself cannot fulfil a child's needs.

The organisation and support structure, along with our support facilities, can be found in the Appendix, "International School Delft Primary Support Structure (School Ondersteuningsprofiel)

Contact with SWV PPO Delflanden

visiting address *post address*
Steunpunt Jeugd *Postbus 698*
Ezelsveldlaan 2d *2600 AR Delft*
2611 RV Delft

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

6.3 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.

6.4 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.

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

6.5 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

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.

Cyber Bullying: All forms of cyberbullying are against the law in the Netherlands. Parents are first and foremost carers of their children's wellbeing and must monitor their child's online presence and actions.

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

Primary: 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.

Secondary: KiVa

ISD Secondary uses KiVa, an evidence-based anti-bullying programme originally developed at the University of Turku in Finland and used widely in schools across the Netherlands and internationally. KiVa takes a positive and preventive approach, equipping students with the tools to recognise bullying, understand its impact, and respond constructively — whether they are directly involved or witness it as bystanders. The programme has also been shown to support student wellbeing, empathy, and a positive school climate.

More information on KiVa is available at: <http://www.kivaschool.nl/>

[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

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. ISD organises 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 wellbeing 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 Dutch (Host Country Language)

Dutch is taught to enable ISD students to connect with the local host-country community. Teaching and learning of Dutch is offered in all groups. The Dutch specialist teachers are adapting the learning to the various age groups and differentiation levels. 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 Language Profile

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.

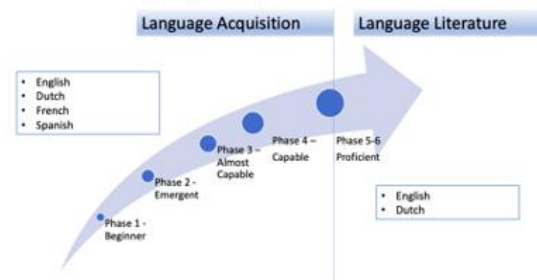
7.6.2 Language Acquisition

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.

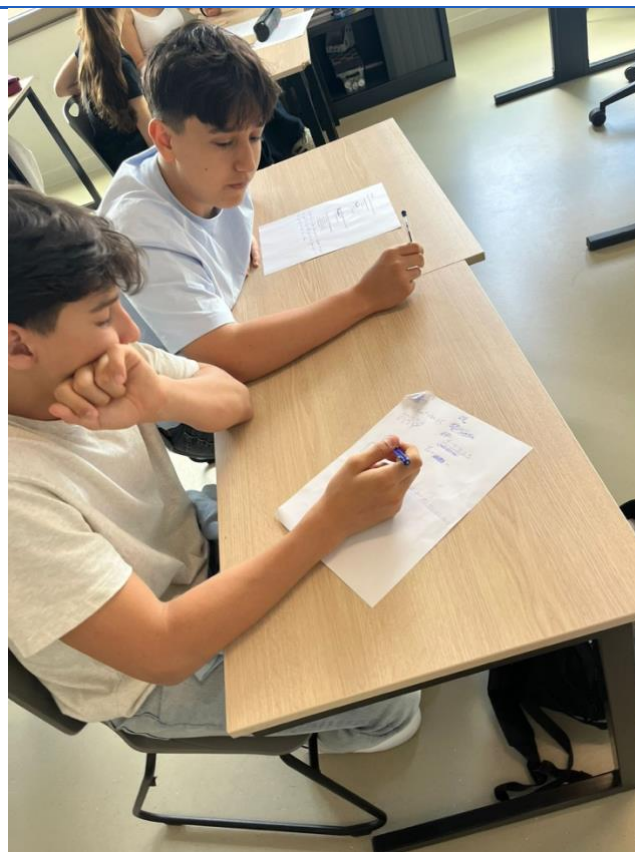
At ISD, the Secondary Department offers Language Acquisition in Dutch, English, and a choice between French or Spanish.

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 2026-2027, students can take English A and/or Dutch A or any other Language A SSST (school supported self taught) as Language A. For the language acquisition subject group, students may choose Dutch B, Spanish B, Dutch ab initio 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

ISD Primary

Address	Jaffalaan 9 2628 BX Delft
Telephone	+31 (0)15 285 00 38 (press 1)
Email	admin@isdelft.nl
Website	www.internationalschooldelft.com

ISD Secondary

Address	Prins Bernhardlaan 5C 2628 BW Delft
Telephone	+31 (0)15 820 0208
Email	admin@internationalschooldelft.org
Website	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 (Primary) or admin@internationalschooldelft.org (Secondary).

8.3 School Day

Primary School Hours

Monday	08:30 – 14:45
Tuesday	08:30 – 14:45
Wednesday	08:30 – 12:30
Thursday	08:30 – 14:45
Friday (Group 1&2)	08:30 – 12:30
Friday (Group 3–8)	08:30 – 14:45

Children can be dropped into school via the front door or the playground door. Both 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.

Secondary School Hours

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. For the younger years, many days end around 14.45. 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.

Secondary timetable

Period 1	08:30 – 09:15
Period 2	09:15 – 10:00
Break	10:00 – 10:15
Period 3	10:15 – 11:00
Period 4	11:00 – 11:45
Lunch	11:45 – 12:30
Period 5	12:30 – 13:15
Period 6	13:15 – 14:00
Period 7	14:00 – 14:45
Break	14:45 – 15:00
Period 8	15:00 – 15:45
Period 9	15:45 – 16:30
Period 10	16:30 – 17:15

8.4 School Holidays and study days

8.4.1. School holidays

19-23 October 2026	Half Term – Autumn Break
18 Dec-1 Jan 2027	Winter Break
22-26 February 2027	Spring Break
26-29 March 2027	Easter Holiday
26 April –7 May 2027	May Holiday
17 May 2027	Pentecost
16 July – 27 Aug 2027	Summer Holiday



8.4.2 Staff 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.

31 Aug – 1 Sept 2026	Staff Study Days
19-20 November 2026	Staff Study Days
4 January 2027	Staff Study Day
19 March 2027	Primary Study Day
25 March 2027	Staff Study Day
16 July 2027	Secondary 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

jwilmot@isdelft.nl

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

Leadership team Secondary

Minke Veeneklaas

Head of School

m.veeneklaas@internationalschooldelft.org

Evelyne Le Poole

Deputy Head of School

e.lepoole@internationalschooldelft.org

Aleksandra Wrobel

Team Leader Operations and Facilities

a.wrobel@internationalschooldelft.org

Pedagogical Leadership

Olwyn Hall-Farrell

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.

9.3 Primary Staff

All staff can be reached either through Toddle or via email. All email addresses in primary are formed by the first name initial followed by the last name: **initial***lastname*@isdelft.nl

Name	Role / Subject
Maru Ferrara	PYP 0–1
Celeste duPreez	EY Coordinator / PYP 1/2
Onna van Cooten	PYP 1/2
Samantha Wildeboer Schut	PYP 3
Alanna Johnson	PYP 4
Caitlin Mackenzie	PYP 4/5
Brittany Raaphorst	PYP 5
Swetha Banda	PYP 5 & Learning support
Sara Moroney	PYP 6
Michelle Scott	PYP 6
Payal Bhaskar	PYP 7
Mary Joy Bordan	PYP 7
Tiana Bogaert	Dutch Teacher & PE cover Teacher

Aniska Coetzee	PE Teacher
Chekwube Onyilimba	Music Teacher
Kerryanne O'Reilly	Learning support teaching assistant & library team
Judit Rapai	Learning support teaching assistant & library team
Renu Ochani	Learning support teaching assistant & library team
Barbara Hupkens	EY and Dutch teaching assistant
Lucinda Juliani	EY teaching assistant
Brid O'Dwyer	EY teaching assistant
Lili Glockler	School psychologist & P.E Teaching assistant
Jacqui Wilmot	PYP Coordinator, admissions & PYP 6
Dianne Crowley	Learning Support & Wellbeing Coordinator
Irene Alkemade	EAL -Home language & culture coordinator & Dutch teacher PYP 6/7
Shelly Moolman	PYP 0-1 & Learning Support
Ingrid Beekhuizen	Learning Support, EAL & PYP 7 teacher
Joanna Oduber	Admissions / Admin
Simo Mouhsine	Concierge

9.4 Secondary Staff

All staff can be reached either through Toddle or via email. All email addresses in secondary are formed by the first name initial followed by a dot and then the last name:

initial.lastname@internationalschooldelft.org

Name	Role / Subject
Marga Akerboom	<i>Dutch</i>
Gabi Angelin Teixeira	<i>Science & Physics</i>
Constanza Avaria Risi	<i>Spanish</i>
Hanna Baars	<i>English</i>
Federica Barnabei	<i>Cover teacher</i>
Loes Bekkers	<i>PHE</i>
Jon Bell	<i>Science</i>
Debbi Bell	<i>I&S</i>
Joep van den Boom	<i>I&S and Geography</i>
Frits Bosman	<i>PE</i>
Guido Bracco	<i>Math</i>
Patricia Brugman	<i>Dutch & Careers</i>
Mirjam de Bruin	<i>Communication & Careers</i>
Adam Bufacchi	<i>Science</i>
Elize Burgess	<i>Student Support</i>
Joline Cramer	<i>Dutch</i>
Alina Cymer	<i>Science</i>

Juliette Dekyndt	<i>Student support</i>
Mike Dessens	<i>English</i>
Dipti Deva	<i>Mathematics</i>
Lamarana Diallo	<i>Concierge</i>
Liza Dippenaar	<i>DP Coordinator / Physics</i>
Tamara Eskue	<i>Student Support</i>
Jef Fobelets	<i>I&S and TOK</i>
Consuela Fryde	<i>Design</i>
Margo Gavin	<i>Receptionist</i>
Judith Gerritzen	<i>Art</i>
Claire Gormley	<i>Science & Biology</i>
Christina van Ginkel	<i>I&S</i>
Federica Grassullo	<i>Music</i>
Olwyn Hall-Farrell	<i>MYP Coordinator & Spanish</i>
Alma Haracic	<i>Science</i>
Dieuwke van der Have	<i>Dutch</i>
Maya Kalir	<i>Admin & admissions</i>
Emre Karayalcin	<i>Math</i>
Parvin Kolah Kaj	<i>Finance</i>
Leo Koppenaar	<i>Concierge</i>
Jennifer LaForge	<i>CAS Coordinator & English</i>
Tom van Leeuwen	<i>PHE</i>
Evelyne Le Poole	<i>Deputy Head</i>
Becky de Lijster	<i>English</i>
Maria Jose Lopez Vilar	<i>Spanish</i>
Suneel Madahar	<i>Design</i>

Noemie Massol	<i>Admissions & Admin</i>	9.5 Class Mentors	
Tadgh Naughton	<i>Math</i>	Name	Name
Marine Okhrimenko	<i>French</i>	MYP 1A	Judith Gerritzen
Becky van Paassen	<i>Art & Staff Coach</i>	MYP 1B	Christina Salvatore
Nane Paraiso	<i>English</i>	MYP 1C	Jolundi Wilson
Sofia Raptopoulou	<i>I&S and History</i>	MYP 2A	Anouk Spaans
Gina Ruocco	<i>Library and English</i>	MYP 2B	Tom van Leeuwen
Daniel Sallé	<i>TOA Science</i>	MYP 2C	Karen Weeder
Andi Sarvestani	<i>Math</i>	MYP 3A	Mike Dessens
Tessa Scholten	<i>Dutch</i>	MYP 3B	Juliette Dekyndt
Anouk Spaans	<i>Art</i>	MYP 3C	Adam Bufacchi
Clementine Socroun	<i>French</i>	MYP 4A	Becky de Lijster
Drake Stoughton	<i>Music</i>	MYP 4B	Frits Bosman
Ashly de Vaal-Bennett	<i>Planning and Organisation</i>	MYP 4C	Tessa Scholten
Henry Varga	<i>I&S and Business Management</i>	MYP 5A	Clémentine Socroun
Minke Veeneklaas	<i>Head of school</i>	MYP 5B	Federica Grassullo
Layla van de Velden	<i>Student support</i>	MYP 5C	Tadhg Naughton
Angela Verbeek	<i>Concierge</i>	DP 1A	Jon Bell
Dawn Verkerk	<i>Design</i>	DP 1B	Philip Whelan
Karen Weeder	<i>Dutch</i>	DP 2A	Joep van den Boom
Philip Whelan	<i>English</i>	DP 2B	Constanza Avaria Risi
Jolundi Wilson	<i>Individuals & Societies</i>	DP 2C	Debbi Bell
Gareth Wood	<i>TOA Design</i>		
Aleksandra Wrobel	<i>Teamlead Facilities</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 of all nationalities, faiths, beliefs and cultures. ISD is a state-subsidised Dutch International School and admission is subject to Dutch legislative conditions.

General Criteria for Admission

- The student has a non-Dutch nationality and one parent/guardian 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 with a parent 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.

Students may be admitted throughout the year, except for the IB Diploma Programme (which cannot be joined mid-programme).

Contact for Admissions

Email admissions@internationalschooldelft.org

Website www.internationalschooldelft.com

[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.

For PHE, students use sports fields a 10-minute bike ride away — a bicycle is advised.

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 is communicated through Toddle, the school newsletter, Instagram, and website.

The school calendar is shared on Toddle and at www.internationalschooldelft.com.

Key Contacts

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 (primary)	Toddle parent app
Absences (secondary)	absence@internationalschooldelft.org or Magister app
Admissions	admissions@internationalschooldelft.org
Finance	finance@internationalschooldelft.org

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 & Food

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 energy drinks should be brought to school.
- No chewing gum is allowed in school.
- No vaping and/or smoking is allowed in or around the school.

No energy drinks, chewing gum or smoking/vaping. We promote healthy eating — fruit and vegetables are strongly encouraged.	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.
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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.

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 Toddler parent app (Primary) or in Secondary school, by informing the school via the Magister App or sending an email to: absence@internationalschooldelft.org, stating the full name and class of your child, and the reason for the absence.

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. 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 (Truancy 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 helps families balance career, studies, and family life. True Colors Delft is an international childcare centre run by Stichting Kinderopvang Morgen, fully integrated into our primary school facilities and using the IB Primary Years Programme for 3-year-olds. Together, we offer continuous, flexible care for children aged 0–11 in a familiar setting: pre-school daycare (0–4 years) and after-school care (4–11 years).

Play-based learning

True Colors Delft is a safe, warm space for children to play and learn, inspired by the elements of water, air, earth, and fire, with nature and sustainability at its heart. The outdoor area flows directly into the indoor space, encouraging outdoor play, and it's also a place where parents can connect with each other and the team.

[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.

Vaccinations

All children aged 14 receive an invitation for vaccinations as part of the Dutch National Immunisation Programme (*Rijksvaccinatieprogramma*). More information can be found on the Youth Health Care (JGZ) website.

Support for School Absence

If there are concerns about a student's absence from school, the school may involve the youth doctor. Together with the student and parents, the youth doctor looks at possible causes and discusses appropriate support. If necessary, the student may be referred to a specialist, such as a paediatrician or psychologist. The aim is to ensure that the student feels well and can participate fully in school.

If you have any questions or concerns about the health or development of your child, you are always

welcome to contact Jeugdgezondheidszorg 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 Official Complaints Procedure

A complaints regulation is a legal requirement. It can be obtained from the school administration; an example is also available on the foundation's website — for ISD Primary at www.laurentiusstichting.nl, or for ISD Secondary at www.lucasonderwijs.nl.

Whenever there are concerns, questions or complaints, parents are always welcome to discuss these so that a solution can be reached.

Step 1: Class teacher or mentor

The first step is to discuss any issue with your child's class teacher or mentor. Such issues usually require the teacher's full attention, so please schedule a meeting at a time that does not interfere with their preparation or other scheduled meetings.

Step 2: School management

If this does not resolve the situation, parents can contact the Subject Area Leader, Programme

Coordinator, Head of School, or Deputy Head of School.

Step 3: School board

If the issue remains unresolved, you may submit a formal complaint to the school's governing foundation boards:

Primary: secretariaat@laurentiusstichting.nl

Secondary: klachten@lucasonderwijs.nl

A board advisor will hear your complaint, consult with the school as part of due process, and work with both parties toward a solution.

Step 4: National complaints commission

If you are not satisfied with how the board has handled your complaint, you may submit it to the independent Disputes Committee for Special Education (GCBO):

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

Internal confidante - Each parent or child can also speak in confidence to the Internal Confidante if they feel uncomfortable raising an issue directly with a teacher or school management. Further discussions or steps can only be taken with the parent's permission.

Internal confidante Primary: Ms Dianne Crowley
Internal confidante Secondary: Ms Elize Burgess

External confidante - Both school board have also appointed external confidantes. External confidantes offer a confidential and impartial point of contact for anyone who would prefer to speak with someone outside the school organisation or who requires additional support.

ISD Primary – Laurentius Stichting

Mevr. C. van Eede

c.vaneede@1801.nl

tel. +31 (0)6 81491184

Vivian Donker-Hilhorst

v.donker@1801.nl

tel. +31 (0)182-556494

ISD Secondary – Lucas Onderwijs

Mevr. Flohr

tel. +31 (0)6 18680146

Mevr. Van Deursen

Tel. +31 (0)6 40567497

vertrouwenspersoon@kwadraad.nl

11.11 Confidential Inspectors

For serious concerns involving sexual harassment or abuse, psychological or physical violence, discrimination, or radicalization, a separate, specialised channel exists alongside the complaint's procedure described above: the Inspectorate of Education's Confidential Inspectors.

Who can contact Confidential Inspectors?

Parents, students, teachers, administrators, governing bodies, and confidential counsellors can all contact a Confidential Inspector to discuss issues in these areas.

What do Confidential Inspectors do? - The Confidential Inspector will listen, inform, and advise. Reports are registered in a confidential file accessible only to the Confidential Inspector. If needed, they can also advise on submitting a formal complaint or filing a police report. In cases involving suspected sexual abuse, a reporting obligation may apply.

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 Right to be heard

At ISD, students are actively involved in regarding the support that is offered in general and them specifically. We recognise every student's right to be heard and to contribute to discussions that affect their education and wellbeing.

This is reflected in our Individual Learning Plan (ILP) process. Students work together with staff to identify strengths, discuss support needs, set meaningful goals, and review progress throughout the school year. Regular conversations provide opportunities for students to provide their input regarding their views, learning, and decisions about their educational pathways and support.

11.13 Privacy & 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 or guardian, you have several rights regarding your child's personal data under the General Data Protection Regulation (GDPR). These rights include:

- The right to access your child's personal data.

- The right to request that personal data be corrected, updated, or supplemented if it is inaccurate or incomplete.
- The right to request the deletion of personal data where applicable (for example, if the processing is based on your consent and you withdraw that consent).
- The right to object to the processing of personal data in certain circumstances.
- To request access to your child's personal data or to exercise any of these rights, please contact the school leadership by email.

In accordance with the GDPR, the school boards—Laurentius Stichting (Primary Education) and Lucas Onderwijs (Secondary Education)—have appointed Data Protection Officers (DPOs) to oversee compliance with data protection legislation.

If you have concerns about how personal data is being processed, you are encouraged to contact the school management in the first instance.

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 (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 Central Participation Council (GMR)

Because ISD is governed by two different School boards, the Laurentius Stichting and Stichting Lucas Onderwijs, that both operate multiple schools, there are also two Central Participation Councils (GMR) at board level. The GMR advises and co-decides on matters that affect all or most schools

within the respective foundation. Topics covered include:

- Staffing plans
- Budgets and annual accounts
- Complaints procedures
- Admission and removal policies for students
- Holiday schedules

Each school within the two boards are represented in the GMR by one parent or staff member. Representatives serve a three-year term. The GMR holds rights of approval and advisory rights on certain matters, as established by the Dutch Participation in Schools Act (WMS), and meets with the Executive Board at least five times per year.

Questions for the GMR can be directed to:

- gmr@laurentiusstichting.nl
- gmrvo@lucasonderwijs.nl

12.3 Student Council

Both ISD Primary and ISD Secondary provide opportunities for students to have a voice in school life through student representation.

At ISD Secondary, the Student Council gives students a direct voice in the school community. Each class elects two representatives for the school year, who represent their classmates' views and act as a link between students and the wider school

community. In addition to this representative role, the Student Council helps organise school parties and other student-led events throughout the year, encouraging leadership, collaboration, and a strong sense of community.

[Standard Terms and Conditions 2026-2027](#)

Small charges for external and residential visits are charged in addition to school fees. Questions: finance@internationalschooldelft.org.

12.4 Parent Teacher Social Committee

ISD primary 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.

13.2 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 during 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.

13. Financial Matters

13.1 Parental Fees

To secure a place at ISD, parents pay a one-off registration fee of €250 per child. Information about school fees is in the Standard Terms and Conditions on the school website.

If a child is injured on school premises the qualified first aider will make an assessment and provide first aid support. In a 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 – Policies & documents

The following policies and documents are also available on the school website at www.internationalschooldelft.com:

- [Academic Honesty Policy](#)
- [Admissions Policy](#)
- [Assessment and Promotion Policy](#)
- [Behaviour Policy](#)
- [Diversity, Equity and Inclusion Policy](#)
- [Language Policy](#)

- [School Support Profile \(SOP\) – Primary](#)
- [School Support Profile \(SOP\) – Secondary](#)
- [Lucas Onderwijs General School Regulations](#)
- [Standard Terms and Conditions 2026-2027](#)
- [School plan ISD – 2023-2027](#)