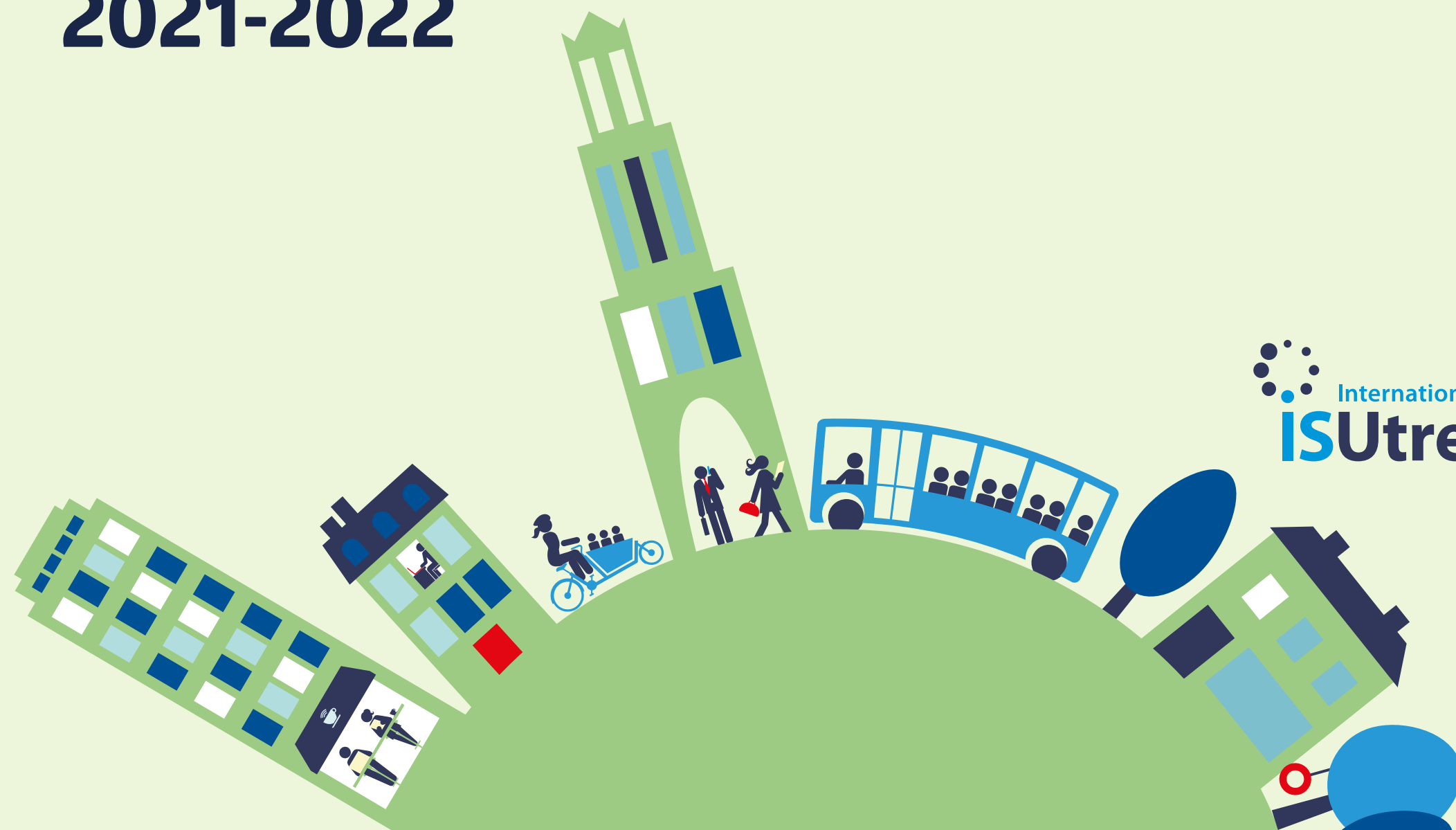


School Guide

2021-2022



International School
ISUtrecht

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Introduction to the ISUtrecht

ISUtrecht is an International Baccalaureate continuum school, teaching the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP).

The school has an enrollment 950 of students aged 4-18 representing over 45 nationalities.



‘A community learning for world citizenship’

The ISUtrecht is an IB World School, offering a complete and connected International Baccalaureate programme for students from 4-18 years, coming from diverse international. We continuously strive for academic excellence in the delivery of this programme. Our mission statement consists of four equally important pillars.

We are a close-knit and welcoming **community** of students, staff and parents. We all approach life from a different culture and background and with the languages we know. We find each other in our common goal: to create a stimulating learning environment in which everyone feels at home. We strive to be culturally competent; we are grounded in our own cultures, yet curious about others.

We communicate across cultures, using **music** to form strong bonds. That is why we offer an exciting music programme accessible to all students and connected to the rich music tradition of the city of Utrecht.

We give special attention to the **physical and social environment** we learn and work in. We value and care for the natural world and model responsible behaviour. Our learning environment is one in which every person can express themselves safely and freely.

We use technology in an innovative and sensible way to enhance our teaching and learning. We equally appreciate the value of sensory and tactile experiences. We approach **the virtual and real world** as one, behaving consistently as we are moving from one to the other.

We are a community of life-long learners. ■

International Baccalaureate

The IB offers an offers education for students from age 3 to 19 years, comprising of 4 programmes that focus on teaching students to think critically and independently, and how to inquire with care and logic.

The IB prepares students to succeed in a world where facts and fiction merge, and where asking the right questions is a crucial skill that allows them to flourish even long after they finish our programmes.

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



IB Mission Statement

The International Baccalaureate (IB) aims to develop inquiring, knowledgeable and caring young people who help 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 are understanding towards people with different opinions.

For more information about the IB programmes, please view the [IB website](#).

IB Learner Profile

The learner profile is the focal point of the IB program, which includes ten positive characteristics that support students in being successful both during and beyond their school life.

The aim of all IB programmes is to develop internationally minded people who recognise their common humanity and shared guardianship of the planet and help in creating a more peaceful world.

IB learners strive to be:

Inquirers

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

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 taking reasonable and ethical decisions.

Communicators

We express ourselves confidently and creatively in multiple 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 in all scenarios. 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 are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and act to make a positive difference to 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 to 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 recognize our interdependence with other people and with the world we live in.

Reflective

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

Dutch International Schools



The [Dutch International Schools](#) (DIS) are a group of schools providing internationally oriented education in the Netherlands, thus serving the needs of the international community. The group consists of primary and secondary schools and, as a network, cooperates in many areas, including quality management and professional development of staff. DIS schools are a Dutch government initiative that was established to offer state financed educational provision to help meet the needs of the expatriate community. The subsidy allows the schools to offer high quality international education at competitive fees. ■



Governance

ISUtrecht is governed by two cooperating local school boards:

nuovo
scholen



SPO Utrecht is the board for 38 non-denominational primary schools in Utrecht and NUOVO is the board for 14 non-denominational secondary schools in and around Utrecht. The SPO Utrecht and NUOVO work together closely in carrying out their board responsibilities for the two divisions of ISUtrecht. ISUtrecht is partly state funded and is accountable to the Dutch Ministry of Education regarding the quality and provision of its educational programmes.

Members of the Dutch International Schools are all affiliated to a national school. Through the school boards ISUtrecht is affiliated with the Dalton School Rijnsweerd, a Dutch primary school governed by the SPO Utrecht, and UniC, a Dutch secondary school governed by NUOVO. ■



Curriculum

The International Baccalaureate provides the framework of the curriculum at ISUtrecht. The school offers the IB Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP).



Primary Years Programme

The International Baccalaureate Primary Years Programme (PYP), designed for students aged 4-11 develops internationally minded students. At ISUtrecht we encourage students to become life-long learners and equip them with the academic and life skills to enable them to actively choose to be world citizens.

Learner Profile

The PYP places the student at the center of all activities. Building on their own background, knowledge and experiences we endeavour to develop internationally-minded students, by, modeling and raising awareness of the learner profile attributes: inquirer, knowledgeable, thinker, communicator, principled, open-minded, caring, risk-taker and being balanced. These attributes are a set of ideals, which aim to promote intercultural understanding.

Inquiry based learning

We encourage students to investigate their own questions, which come up while exploring traditional academic subjects. Through this exploration they acquire new knowledge through discussion and research and thereby transfer these ideas to a conceptual level of understanding by approaching the subject areas in multi- or interdisciplinary lessons under transdisciplinary themes. In this way, we emphasise on the emphasise the interrelatedness of knowledge and skills.

PYP Assessment

Assessment is integral to all teaching and learning. Assessment at ISUtrecht identifies what students know, understand, can do and value at different stages in the teaching and learning process. Assessing the process, and not only the result of inquiry, is important.

Assessment is constant and consistent. We use both formal and informal assessments, and both take place regularly. At ISUtrecht educators and students are involved in and use assessment to promote learning. While teachers are responsible for the formal assessments, students play an active role in this important aspect of their education.

Assessment Strategies

At ISUtrecht we use various strategies to assess our students' progress. Some of these strategies are:

- **Observations**
- **Performances** Oral
- **Process-focused tasks** Conversations, conferences, interviews, learning logs
- **Selected response tasks** Tests and quizzes
- **Open-ended tasks** Brief written answers, illustrations, charts, diagrams, solutions

Student Progress

Student progress will be reported four times per year, as follows:

- **Autumn**, parent teacher meeting, teachers give parents a progress update

- **Winter**, mid-year report, reporting against criteria and providing written comments
- **Spring**, parent teacher meeting, teachers give parents a progress update
- **Summer**, final report, reporting against criteria, providing written comments.

Please view the Assessment policy, Academic Integrity policy and Promotion Criteria on the policies page [on the school website](#).

Middle Years Programme

The [International Baccalaureate Middle Years Programme](#) (MYP), designed for students aged 11 – 16 provides them with a framework of learning that encourages students to become creative, critical and reflective thinkers. The Programme encourages students to make meaningful connections between their learning and the world outside their classroom.

The MYP challenges the students academically and develops their ability to ‘think outside the box’, preparing them for the Diploma Programme and ultimately university placements. IB students and teachers from schools all over the world [explain the MYP in this great film](#).

Programme Concepts

The MYP fosters the development of skills for communication, intercultural understanding and global engagement. That’s why the MYP is underpinned by the following concepts: Global Contexts, Approaches To Learning and Service As Action.

Global Contexts

Using global contexts, MYP students develop an understanding of their common humanity and shared guardianship of the planet. Everything they learn is linked to one or more of the following global contexts:

- identities and relationships
- personal and cultural expression
- orientation in space and time
- scientific and technical innovation
- fairness and development
- globalization and sustainability

Approaches To Learning

The focus of Approaches to Learning is on helping students develop self-knowledge and the skills they require in order to enjoy a life-time of learning. At ISUtrecht we teach our students practical and self-knowledge skills, which help them with the challenges posed by the IB, MYP, DP and further with higher education.

Service As Action

Every school around the world that teaches the MYP expects its students to become involved with their communities – an involvement that benefits both parties. Action is learning by doing and experiencing. Service is part of action and it is where IB learners strive to be caring members of the local and global community, by demonstrating personal commitment to services that make a difference to the lives of others and the environment. Academic and behavioral expectations from students can be found in the [secondary student guide](#).

At the ISUtrecht, MYP students study the following subject areas:

At the International School Utrecht MYP students study the following subject areas: Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, Arts and Design. For more detailed information, please view [the ISUtrecht MYP subject areas document](#), which includes the IB Subject briefs.

MYP Assessment

ISUtrecht believes the true purpose of assessment is to guide the planning and instruction to support and enhance student learning, rather than to simply generate a grade.

Assessment is integral to all teaching and learning. It is central to the goal of thoughtfully and effectively guiding students through the five essential elements of learning:

- acquisition of knowledge
- understanding of concepts
- mastering of skills

- development of attitudes
- decision to take action

Both students and teachers should be actively engaged in assessing the students' progress, in both formative and summative formats, as to develop wider critical thinking and self-evaluation skills.

The aims of assessment are to promote student-centred learning, to provide information about individual student learning, to track student progress, and to contribute to the evaluation of the effectiveness of the programme.

Subject-specific criteria for evaluating students

All teachers are responsible for providing and teaching the criteria to their students. The criteria are made visible throughout all tasks. Teachers review the criteria with their students, so they can achieve the score they want and understand why they received a certain score. In addition to this, examples on what the students need to do to improve are provided.

All subject areas should assess against each of their objectives at least twice in a school year to provide appropriate feedback on the reports.

Formative and summative Assessments

Both formative and summative assessments have a place in the MYP. Formative assessments provide information to the teachers and students to modify teaching and learning activities. Summative assessments summarise the development of the learner. All assessments should be marked against the criteria.

Mid-year and Final Assessments

Mid-year and final (end of year) assessments will be given in the MYP. The rationale for giving the assessments is to make the students accountable for the content and skills taught during the school year, teaching them study skills for large amounts of content, which prepares them for the MYP and DP summative assessments.

MYP eAssessment

At the ISUtrecht, externally moderated eAssessments in grade 10 of the Middle Years Programme (MYP) is mandatory for the Personal Project, and the Interdisciplinary Assessment. All students are registered for these two components. After consultation and agreement with the leader of Middle Years, students are encouraged to register for further externally moderated eAssessments leading either to the award of MYP courses or to the full internationally recognised MYP Certificate.

The Full MYP certificate is made up of 8 components.

DP Assessments

Assessments in the Diploma Programme (DP) are a combination of internally and externally assessed components. In DP1 the students have mid-year and end of year assessments. In DP2 students have the mid-year assessments and mock exams in March, which mirror their final exams. The final exams start at the end of April and usually finish in the third week of May. The results are released to the students on the 6th of July.

Reporting Progress of Students

Students' progress is reported five times per year, as follows:

- **November** Autumn progress report, reporting a predicted grade, learning descriptors (that strengthen the development of the approaches to learning skills), and student-parent-mentor meeting
- **January** Mid-term report, reporting against all criteria, providing a final grade for the term and written comments
- **January/February** student-parent-teacher meeting
- **April** Spring progress report, reporting a predicted grade and learning descriptors
- **July** Final report, reporting against all criteria, providing written comments and a final grade for the year, and written comments

For more information, please view the ISUtrecht Assessment Policy, Academic Assessment Policy and Promotion Criteria on the policies page on the school website.

Please also view the [Assessment Policy, Academic Integrity Policy and Promotion Criteria on the policies page](#) on the school website.

Personal Project

The personal project is a culminating Middle Years Programme (MYP) project to develop the student's personal interest and to show and apply the acquired skills which develop through the MYP's Approaches to Learning. This project is based on the student's interests and talents, resulting in a product or outcome. The project is a year-long project, which begins in April of grade 9 and ends in grade 10.

The personal project has a principled action, which means the students make choices that extend beyond their MYP learning.

Principled action includes:

- Developing an area of personal interest beyond the normal subjects
- Sharing new information and understanding with teachers, friends & family
- Changing the students' behaviours in response to their learning and realising they can make a difference through their decisions and actions.
- The process of reflection in which students reflect regularly and record what they learned and how this has impacted their attitude, behaviour, questions, actions and decisions.

For more information, please view the [Personal Project Guide](#).

Diploma Programme

The [International Baccalaureate Diploma Programme \(DP\)](#) is designed for students aged 16-18. It is a unique curriculum, not based on the pattern of a single country, but a deliberate compromise between the specialisation required in some national systems and the breadth of learning preferred in others.

In achieving this, students who successfully complete the IB Diploma Programme demonstrate a strong commitment to learning, both in terms of their mastering of a range of subjects and in their development of skills and disciplines necessary for success in our competitive, global world.

The IB Diploma enjoys a high level of respect and recognition among the world's higher education institutions. For students, success in the IB often results in advanced standing, course credit, scholarships, and other admissions related benefits at many universities.

Diploma candidates are required to select six subjects from a broad spectrum of learning incorporating the humanities and sciences. Three of these subjects are taken at Higher Level, the others at Standard Level. By arranging subject learning in this way, students are able to explore some subjects in depth and some subjects more broadly over a two-year period. You can find the subjects offered at the ISUtrecht [here](#).

Please ensure you familiarise yourself with the [General Regulations](#) for IB Diploma students.

Core Component

In addition to subjects chosen, IB Diploma students also undertake a core component, consisting of three courses. All of these courses must be successfully completed to be awarded the Diploma. Each component is designed to help develop skills students will require for study at university. Each component has a very specific set of criteria to be met, the detail of which can be found below.

Theory of Knowledge (ToK)

Theory of knowledge (ToK) plays a special role in the International Baccalaureate® (IB) Diploma Programme (DP), by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know.

ToK is an interdisciplinary course taught by a specialist teacher, designed to develop an appreciation of other academic studies and cultural perspectives. ToK encourages critical thinking with a focus on knowledge questions such as:

- What counts as knowledge?
- How does knowledge grow?
- What are its limits?

- Who owns knowledge?
- What is the value of knowledge?

Assessment of the course consists of an essay and a presentation. The emphasis of this presentation is on demonstrating an understanding of knowledge at work in the world.

Extended Essay

The extended essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects and is one of the student's six chosen subjects for the IB Diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research with a topic of their own choice, under the guidance of a supervisor.

The Extended Essay is an extended piece of writing of no more than 4000 words. This research-based piece is one of the elements of the IB Diploma Programme that makes it so valuable for college and university admissions because it prepares students for the kind of independent research, thinking, writing and presentation skills that are expected at higher education institutions.

The Extended Essay builds on skills developed within the MYP Personal Project but is a significantly more formal academic piece of research.

At ISUtrecht the Extended Essay involves researched ideas and proposals honed into specific and answerable questions, developed by the student with guidance from a chosen supervisor. Sessions are given in research, resource utilisation, and in academic writing. A draft is written over the summer vacation at the end of DP1 (grade 11) and the final essay submitted for external assessment early in DP2 (grade 12). The essay is awarded a grade from A – E and is combined on a grid with the Theory of Knowledge for up to 3 additional points towards the IB Diploma.

Creativity, Activity and Service (CAS)

...if you believe in something, you must not just think or talk or write, but must act.

– Peterson 2003

CAS represents the core values of the Diploma Programme enabling students to demonstrate key traits of the IB learner

profile in a more practical way. The CAS programme consists of three strands:

- **Creativity** exploring and extending ideas, which leads to an original or interpretive product or performance
- **Activity** physical exertion contributing to a healthy lifestyle
- **Service** collaborative and reciprocal engagement with the community in response to an authentic need

As a holistic approach, CAS aims to provide opportunities for self-determination, collaboration, accomplishment but most of all enjoyment. Students will develop skills through a variety of individual and group experiences whilst at the same time allowing them to exploring areas of interest or developing passions, personalities and perspectives.

CAS experiences are unique to a student since everyone begins their journey from a different starting point and all learners are different. For many learners, CAS can be life-changing and we hope this will be the case for all our students too. By providing a supportive framework of stages on which to develop a portfolio of evidence, students are able to track learning outcomes and therefore progression over the time of the course. Students will undertake a month-long project, take part in formal interviews

with their advisor and complete reflections throughout the process. Students need to demonstrate that they have met each of the 7 learning outcomes to successfully complete the course.

For more information, please view the [core requirements](#) by the International Baccalaureate Organisation.

Assessment in the DP

ISUtrecht believes the true purpose of assessment is to guide the planning and instruction to support and enhance student learning, rather than to simply generate a grade.

Assessment is integral to all teaching and learning. It is central to the goal of thoughtfully and effectively guiding students through the five essential elements of learning:

- acquisition of knowledge
- understanding of concepts
- mastering of skills
- development of attitudes
- decision to take action

Both students and teachers should be actively engaged in assessing the students' progress, in both formative and summative formats, as to develop wider critical thinking and self-evaluation skills.

The aims of assessment are to promote student centred learning, to provide information about individual student learning, tracking student progress, and to contribute to the evaluation of the effectiveness of the programme.

Subject-specific criteria for evaluating students

All teachers are responsible for providing and teaching the criteria to their students. The criteria are made visible throughout all tasks. Teachers review the criteria with students, so they can achieve the score they want and understand why they received a certain score. In addition to this, examples on what the students need to do to improve are provided. All subjects should assess against each objective at least twice in a school year to provide appropriate feedback on the reports. There are two terms per school year.

Reporting Progress of Students

Students' progress is reported five times per year, as follows:

- **November:** Progress report, reporting a predicted final grade and written comments, followed by parent, mentor, student meetings Parent- mentor- student meetings
- **January:** Mid-term report, reporting against all criteria, providing a final grade for the term and written comments
- **February:** Parent- subject teacher- student meetings
- **April:** progress report, reporting a predicted final grade and written comments
- **July:** Final report, reporting against all criteria, providing a final grade for the year and written comments

Please also view the [Assessment Policy, Academic Integrity Policy and Promotion Criteria on the policies](#) page on the school website.



Language Acquisition



At the ISUtrecht we recognise that our community is multilingual. We believe that the acquisition of more than one language enriches intellectual and personal growth and nurtures international mindedness. It is through language acquisition both at home and at school that students develop a life-long interest and ability to learn new languages, as well as a deeper sense of self and identity. Language acquisition involves learning languages, learning about languages and learning through languages.

As we celebrate our multilingualism, ISUtrecht uses English as its common and academic language. All classes, other than language acquisition classes, are taught in English. However, we encourage the inclusion of home languages in our daily school lives. In addition, at the ISUtrecht every student learns Dutch and from the start of the MYP (grade 6) all students also learn Spanish. In the Diploma Programme students have the option to also follow a school supported self taught (SSST) literature course in their mother tongue. If they pass the exam for this course, the students obtain a bilingual diploma from the IB.

English Language Acquisition

All our English Language Acquisition (ELA) students will take part in an immersion programme. This means ELA students are challenged academically in the same curriculum as their peers. Through this programme we aim for students to become proficient in English, including academic language at an age appropriate level. The programme is designed to help students for whom English is an additional language, to participate fully in the academic and social aspects of our school.

The ELA programme encompasses both the primary and secondary schools. Beginning English Language Acquisition students are accepted into the MYP for grades 6 and 7 only. From grade 8 onwards, students need to have an appropriate level of English to access the curriculum. To establish this, and the possible support each student might need, students may be asked to take an entrance test prior to acceptance into the programme. English admissions testing includes age appropriate reading comprehension task with written responses, and an interview. To ensure we can enable each student to thrive, acceptance is under the school's discretion and deciding factors will include the applicants' English language test results, grade level, and academic grades.

Multilingualism

One amazing aspect of our ISUtrecht community is the way we embrace multilingualism. By definition, multilingualism is the use of more than one language. We have many students at our school who are exposed to 3 or 4 languages in their household. But what about a child who speaks English at home to their family? Well, in all cases these children are learning Dutch and/or Spanish (in the upper grades) in school and this forms what is often known in the field as 'Manufactured Multilingualism' and develops the linguistic repertoire of those children. No matter where a student falls on this multilingual spectrum, it is our goal to celebrate, maintain and develop their knowledge of the languages around them. We use a variety of strategies, such as creating individual language profiles across the school, 'language as concept' and 'inquiry into multilingual unit vocabulary'. Unit vocabulary is often put on display in different languages to place our classroom languages in the spotlight.

Home Languages

Since ISUtrecht is a multi-lingual community, we embrace our cultural and linguistic diversity. We celebrate the variety of

languages spoken and encourage families to maintain and enrich their home language(s).

As a school, we are consistently updating and developing our home language programme. We currently offer after school lessons for primary students in a number of languages. The ISUtrecht is working on making these MT clubs available for secondary students too. We are strengthening our Language Profile Project to make it a central part of our academic year. In addition to this, throughout the year teachers encourage students to use their home languages to access the school curriculum and communicate together, in a secure and positive manner. Every year we celebrate the ISUtrecht Home Languages Week.

Dutch & Spanish Language Acquisition

At the ISUtrecht all students, from KG up to an including grade 10, learn Dutch. All secondary students from grade 6 up to an including grade 10 also study Spanish. In the Diploma Programme, for Language and Literature students can choose to study English, Dutch or (one of) their home languages, and for Language Acquisition they can choose between English, Spanish and Dutch.

The Dutch Language Acquisition (DULA) programme aims for students to be able to communicate in Dutch with confidence and functionality and participate in Dutch culture, while the Spanish Language Acquisition course aims to enable students to develop communicative competence in Spanish.

Our students learn Dutch and Spanish in a supportive and engaging environment. They are encouraged to listen and speak as much as possible. Students also learn about Dutch and Spanish celebrations and about Dutch and Spanish habits and customs.

If you want to find out more, please find some links to articles, videos and social media on the Language Acquisition page on the school website. The ISUtrecht Language policy can be found on the [policies page on the school website](#). ■

Administration



School Locations

Main building and school office:

Van Bijnkershoeklaan 8
3527 XL Utrecht

Contact the School

+31 (0)30 8700400
info@ISUtrecht.nl

Change of Contact Details

You will be asked at least twice a year to update your contact details via a special link. It is very important that should any changes take place in the meantime you send an email to info@isutrecht.nl.

We will update your records accordingly.

School Holidays

First Day of Term Tuesday 31 August
Autumn Break 18-22 October
Winter Break 20 December - 4 January
Spring Break 28 February - 4 March
Easter Weekend 15-18 April
May Break 25 April - 6 May
Ascension/Hemelvaart 26-27 May
Whitsun/Pinksteren 6 June
Summer Holiday 8 July - 22 August (primary)
or 11 July - 22 August (secondary))

Please note that the school cannot permit students to take holidays outside the official school holidays. Attendance records are a legal requirement, which may be assessed by statutory bodies.

The following days are professional development days for staff.
On these dates there will be no school:

Friday 1 October
Monday 25 October
Wednesday 5 January
Thursday 17 March
Wednesday 25 May

Primary report writing days:

Wednesday 19 January and Wednesday 22 June

On these days there is no school for primary students.

Secondary report meetings:

Thursday 30 June

On this day there is no school for secondary students.

School Timing and Timetables

Primary School Day

Monday	8:30 – 15:00
Tuesday	8:30 – 15:00
Wednesday	8:30 – 13:00
Thursday	8:30 – 14:30
Friday	8:30 – 14:30

Secondary Timetables

Please find links to the [the class timetables \(grades 6-12\)](#) ■

Staff Information



School Leadership

Leader of Primary Years

Responsible for the day-to-day delivery of the Primary Years Programme (PYP), developing understanding of PYP ethos and the IB Learner Profile. Liaising with the IB.

Leader of Middle Years

Responsible for the day-to-day delivery of the Middle Years Programme (MYP), developing understanding of MYP ethos and the IB Learner Profile. Liaising with the IB. Guiding and monitoring course selection and progress towards the successful completion of the MYP.

Leader of Diploma Years

Responsible for the day-to-day delivery of the Diploma Programme (DP), developing the understanding of the DP ethos and the IB learner profile. Liaising with the IB. Guiding and monitoring course selection and progress towards the successful completion of the DP.

Name	Role	Email
Marieke Folkers	Head of School	marieke.folkers@isutrecht.nl
Kate Corder	Deputy Head of School	kate.corder@isutrecht.nl
Edith van der Linden	Deputy Head of School	edith.vanderlinden@isutrecht.nl
Lindsey Dudgeon	Leader of Primary Years	lindsey.dudgeon@isutrecht.nl
Liam Moody	Leader of Middle Years	liam.moody@isutrecht.nl
Olivia Ayes	Leader of Diploma Years	olivia.ayes@isutrecht.nl
Kostis Papadopoulos	Leader of IT systems	kostis.papadopoulos@isutrecht.nl

School Administration

Name	Job Title	Email
Anna Jackson	Admissions	admissions@isutrecht.nl
Erin Vencken	Admissions	admissions@isutrecht.nl
Ingrid Schmoutziguer	Communications Advisor	ingrid.schmoutziguer@isutrecht.nl
Sylvia van Nisius	HR advisor	sylvia.van.nisius@isutrecht.nl
Smadar Shpigel Peled	Finance	finance@isutrecht.nl
Lois Levett	Student Administration	info@isutrecht.nl
Liesl Little	Student Administration, App, ASA's, Year book	info@isutrecht.nl
Priyanka Gupta	Student Administration	info@isutrecht.nl
Mirjam Schmidt	Student Administration	info@isutrecht.nl

Primary Classroom Teachers and Teaching Assistants

Please note that the most up to date primary staff information, including contact details, can be found on the [primary staff page](#) on the school website.

Name	Class
Nicolene Gelderman	KG Blue
Oliver Allport	KG Green
Caroline de Meyere	KG Orange, KG Red
Elvira Oskam	KG Orange
Charlotte Smith	KG Purple
Giulia Bendinelli	KG Red
Raakhee Ramaiya	KG Red
Dana Hill	KG Yellow
Annika Doornenbal	KG White
Brandi Brittain	Early Years coordinator, 1 Blue
Daniela Musso	1 Blue
Remy Sainte-Rose	1 Orange
Maria Ballester	1 Red
Kelsey Middleton	1 White
Lourine Ikink Karanja	2 Blue
Lindsey Dudgeon	2 Blue
Oana Dobarceanu	2 Orange
Melanie Post Uiterweer	2 Orange
Eryn Wiseman	2 Red

Staff Information

Kris Coorde	2 Red
Kiah Fardell	2 White
Brian Lynam	3 Blue
Tayla Zondag	3 Orange
Megan Tregoning	3 Red
Debbie Hazlett	Grades 2-3 coordinator, 3 White
Hazel Dique	3 White
Amy Ford	4 Blue
Dakota Wilkinson	Grades 4-5 coordinator, 4 Red
Jane Durbin	4 Red and 4 White
Ayesha Nabi Tariq	4 White
Charlene Anom	5 Blue
Carol Spalla	5 Blue and 5 White
Gemma Manson	5 Orange
Javier Parilla	5 Red
Sridevi Brahmadahtan	5 White
Noa Hilevitz	Media Resources
Daniela Musso	Teaching Assistant
Anita Musa	Teaching Assistant
Evangelia Tsiledaki	Teaching Assistant
Ana Aguirre	Teaching Assistant
Iria Asanaki	Teaching Assistant
Renu Menon	Teaching Assistant
Lynne Plank	Teaching Assistant
Elena Romana Martin	Teaching Assistant

Primary Specialist Teachers

Please note that the most up to date primary staff information, including contact details, can be found [on the primary staff page](#) on the school website.

Name	Subject
Ana Yao	Computational Thinking
Kris Coorde	Computational Thinking
Iria Asanaki	Computational Thinking
Sherna Fester	Drama
Jennifer Diepman	Music
Juan Osorio	Music
Elena Romana Martin	Music
Paul Kemp	Music
Sacha Sukasam	Visual Arts
Valia Tsiledaki	Visual Arts
Heidron Zijlstra	Dutch Language Acquisition
Irene Rooks	Dutch Language Acquisition
Karin Valk	Dutch Language Acquisition
Melanie Post Uiterweer	Dutch Language Acquisition
Amy MacGregor	English Language Acquisition
Anne Flynn	English Language Acquisition
Carren Ward	English Language Acquisition
Hazel Dique	English Language Acquisition

Helen Absalom	English Language Acquisition
Jeroen Lamme	Physical Health Education
Nick Bolhuis	Physical Health Education
Wouter van Slobbe	Physical Health Education
Yasmin Bakker	Physical Health Education
Elzemies Chell	Student Support Coordinator School Psychologist
Niamh Keane	School Counselor/Psychologist
Heidron Zijlstra	Student Support
Katie Simmons	Student Support
Panagiota Fameli	Student Support

Secondary Teachers (MYP & DP)

Please note that the most up to date secondary staff information, including contact details, can be found [on the secondary staff page](#) on the school website.

Languages	
Name	Subject
Yona Bleijenburg	Dutch
Danielle Bruns	Dutch
Max Geoffroy Chateau	Dutch
Anne Logman	Dutch
Marloes Manni	Subject Area Coordinator Language Acquisition; Dutch
Ilona Smolders-Versteeg	Subject Area Coordinator Language & Literature; Dutch
Olivia Ayes	Leader of Diploma Years; English
Remke Brouwer	English
Tommas Houterman	English
Thomas Middleton	English
Amy MacGregor	English
Evie Morton	English
Judith O'Brien	English
Sara d'Orazio	English
Karin Oyarzo	Spanish
Andrea Romero	Spanish
Ima Pichardo	Spanish

Mathematics

Name	Subject
Juanita Arnaud	Mathematics
Jessica Brussaard	Mathematics
Vangelis Karagiannakis	Subject Area Coordinator Mathematics; Mathematics
Lorenzo Manfra	Mathematics
Kostis Papadopoulos	Mathematics
Thandi Storey	Mathematics

Arts

Name	Subject
Erick Aufderheyde	Drama
Natasha Bambo	Drama
Judith O'Brien	Subject Area Coordinator Arts & Design; Drama
Jennifer Diepman	Music
Paul Kemp	Music
Annabel Kjar	Visual Arts
Soyoung Shin	Visual Arts
Grasyntha Mellanie	Visual Arts

Design	
Name	Subject
Poyee Li-Sumpton	Design
Katie Zaniboni	Design

Sciences	
Name	Subject
Geertje van Hal	Chemistry
Alexander van Zijll Langhout	Biology
Amaya Menendez	Chemistry; Science
Polina Moutsaki	Subject Area Coordinator Sciences; Physics; Science
Miriam Magre Loren	Biology; Science
Kelly Murray	Biology; Science
Marina Roux	Physics, Chemistry, Science

Individuals & Societies	
Name	Subject
Nell Crawford	Subject Area Coordinator Individuals & Societies; History; Individuals & Societies
Josie Glemmo	Individuals & Societies
Amaya Menendez	Geography
Ali Mohammed	Business Management
Jenna van der Vegte	Individuals & Societies

Physical Health Education

Name	Subject
Yasmin Bakker	Physical Health Education
Nick Bolhuis	Physical Health Education
Jeroen Lamme	Subject Area Coordinator Physical Health Education; Physical Health Education
Liam Moody	Leader of Middle Years; Physical Health Education
Wouter van Slobbe	Physical Health Education

Theory of Knowledge

Name	Subject
Olivia Ayes	Theory of Knowledge
Callum Philbin	Theory of Knowledge
Eleanor Good	Theory of Knowledge

Mentors (MYP & DP)

The most up to date information on mentors can be found on the [school website](#).

Contact information for these mentors can be found on the [secondary staff pages](#) on the school website.

MYP	
Name	Class
Jeroen Lamme	6M
Amy MacGregor	6Y
Annabel Kjar	6P
Marloes Manni	7M
Marina Roux	7Y
Danielle Bruns	7P
Max Geoffroy Chateau	8M
Yona Bleijnenburg	8Y
Wouter van Slobbe	8P
Judith O'Brien	8U
Thandi Storey	9M
Jenna van der Vegte	9Y
Nick Bolhuis	9P
Juanita Arnaud	10M
Thomas Middleton	10Y
Nell Crawford	10P

DP	
Name	Class
Vangelis Karagiannakis	gr11
Ali Mohammed	gr11
Amaya Menendez	gr11
Polina Moutsaki	gr11
Anne Logman	gr12
Ilona Smolders-Versteeg	gr12
Grasyntha Mellanie	gr12
Kelly Murray	gr12

Special Roles

BHV (Emergency Response)

Role	Name
BHV Coordinator	Louis de Bruijn
BHV Coordinator	Jorrit Riphagen
BHV Safety First Aid	Liam Moody

After School Clubs

Role	Name
Primary After School Activities Coordinator	Liesl Little
Primary After School Home Languages Coordinator	Javier Parilla
After School Activities Music	Jennifer Diepman
Clubs (Chess)	Anita Musa
Clubs (Drama Troupe)	Erick Aufderheyde
Clubs (Drama Troupe)	Judith 'Obrien
Clubs (Music)	Juan Osorio
Clubs (Music)	Paul Kemp
Clubs (Sports)	Nick Bolhuis
Clubs (Sports)	Jeroen Lamme
Clubs (STEM)	TBD

Student Activities

Role	Name
Organising DP Prom	Ilona Smolders-Versteeg
Student Council Coordinator/Social Events	Nick Bolhuis

Data

Role	Name
Data Specialist	Vangelis Karagiannakis

Admissions Advice

Role	Name
Entrance Test Admissions Advice	Sara d'Orazio
Entrance Test Admissions Advice	Vangelis Karagiannakis

Education**Arts**

Role	Name
Arts Events	Erick Aufderheijde
Arts Events	Paul Kemp
Arts Events	Annabel Kjar
Arts Events	Grasynta Mellanie
Arts Events	Judith 'Obrien

Languages

Role	Name
Language Coordinator	Sara d'Orazio
Language Coordinator	Amy MacGregor
Language Coordinator	Helen Absalom
SSST Coordinator	Anne Logman

Teacher Coaching

Role	Name
Teacher Coach	Wouter van Slobbe

Careers

Role	Name
Careers Advisor grades 9&10	Thomas Middleton
Careers Advisor DP	Kelly Murray

SAA/CAS

Role	Name
SAA Coordinator	Jeroen Lamme
CAS Coordinator	Grasyntha Mellanie
CAS Activities	Yona Bleijenburg
CAS Activities	Nick Bolhuis

IB Projects

Role	Name
Extended Essay Coordinator	Karin Oyarzo
Personal Project Coordinator	Andrea Romero

Subject Support

Role	Name
Pamoja Coordinator	Nell Crawford
IDU support	Jessica Brussaard

Exams

Role	Name
Exam Coordinator	Oliva Ayes
Exam Coordinator	Liam Moody

Student support



At ISUtrecht we aim to create a stimulating learning environment in which everyone feels at home (ISUtrecht Mission Statement). ISUtrecht is an inclusive school; we believe that all children and young people are entitled to an education that enables them to make progress so that they can achieve their best, become confident individuals making a successful transition into adulthood.

In our diverse and dynamic school community, we welcome differences between the students, and we make sure to meet their individual educational needs. From Kindergarten through grade 12 our mission is to identify and remove barriers to learning in order to educate children and teenagers with a diverse range of learning abilities and backgrounds.

How we work

Inclusion begins within the classroom with classroom teachers (primary) and mentors (secondary). They form the link between school and home. To proactively address the academic, behavioural and social-emotional needs of the

students, ISUtrecht uses a comprehensive approach based on the following guiding principles:

- **Student-centred** – focus on the best interest of every student;
- **Needs-based** – responsive to the needs and strengths of every student;
- **Prevention-oriented** – focus on early detection and intervention;
- **Results-focused and systematic** – based on proven practices and aimed at positive results;
- **Collaborative and transparent** – parents, teachers, students and others work together to develop appropriate and purposeful programmes for teaching and learning for all students;
- **Culturally responsive** – reflective of and responsive to student diversity;
- **Equitable** – provides students with access to the supports they need to be successful.

What to do when you have concerns

Any indications that a student may have additional educational needs should be explored and addressed. When you have concerns about your child, please reach out to your [child's classroom teacher](#) (Kindergarten – grade 5) or your [child's mentor](#) (grade 6 and above).

For more information on the ISUtrecht Inclusion Team and our Community Partners please view the [student support page](#) on the school website. The ISUtrecht Inclusion policy can be found on the [policies page](#) on the school website.

Social Wellness

The ISUtrecht social wellness policy demonstrates our commitment towards a safe, secure and happy school community. Our students have a right to an educational environment that allows them to flourish. Bullying in any form, is not accepted.

Technology plays an important role in the education system at ISUtrecht. Students at ISUtrecht follow a comprehensive digital wellness curriculum to support and provide safety and reassurance to our community. ISUtrecht students should have one code of conduct for both the real and digital world.

At school, we practice open and transparent communication with parents and caregivers.

In case of an incident with a student at school, the educators reach out to the parents/caregivers at an early stage.

We encourage parents/ caregivers to contact us if an incident occurs outside of school.

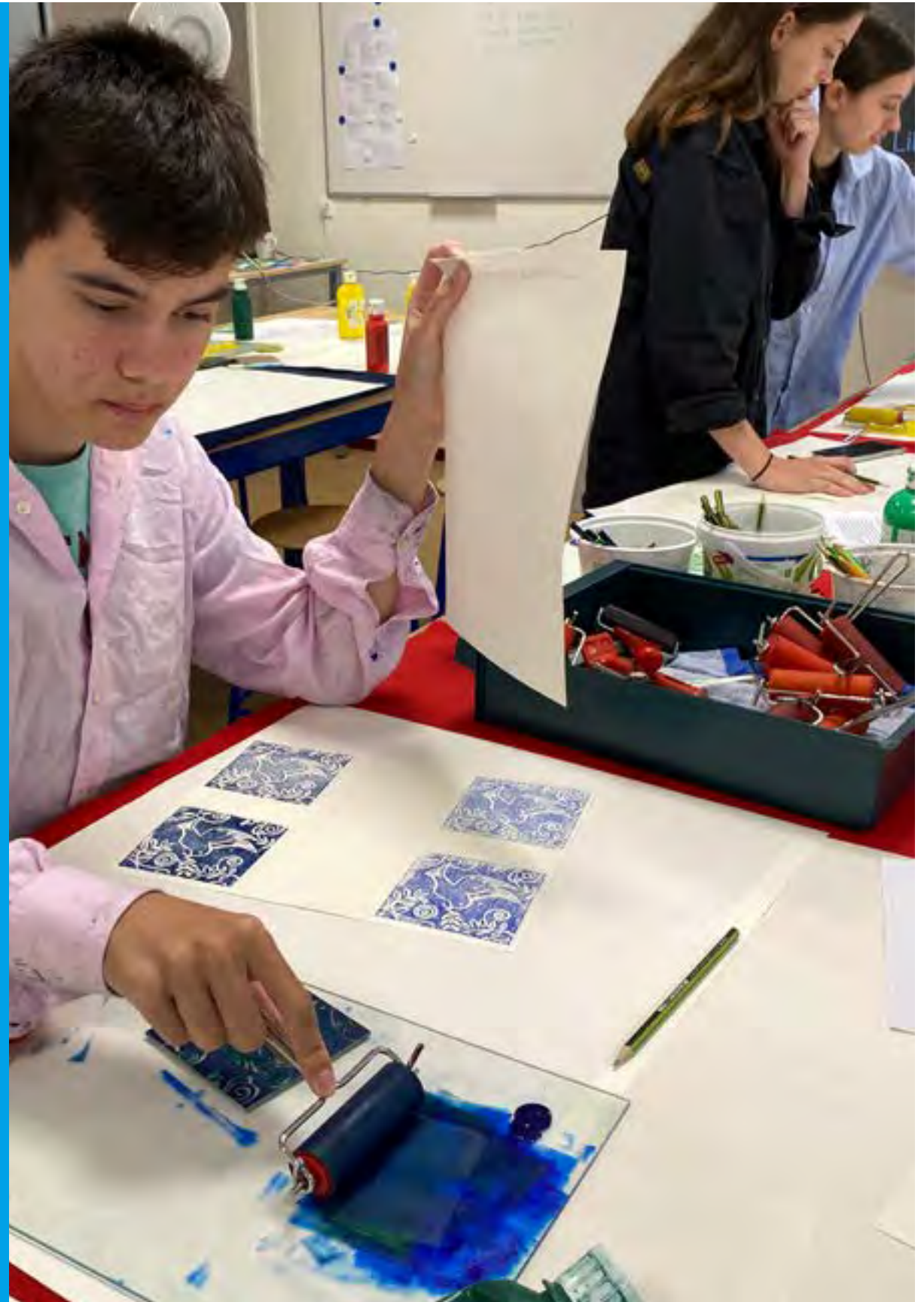
Our aim is to empower students by equipping them with the skills required to address issues.

The [ISUtrecht Social Wellness Policy](#) clearly demonstrates that the school community does not accept bullying at ISUtrecht.

Bullying issues are tackled by predefined steps and actions.

Please also view the [Reporting Code for Child Abuse and Domestic Violence](#). ■

General Information



School Premises

ISUtrecht is located in the Transwijk area, west of the Utrecht city centre. The main school building is located at the Van Bijnkershoeklaan 8.

The school is in the process of securing a long term permanent location at the Cambridgelaan at Utrecht Science Park. In June 2019 a team of architects was selected to design the new building. The new building should be finished in 2025. For more information, please view the location page on the school [website](#).

Student Expectations and Code of Conduct

ISUtrecht promotes high standards of behaviour in an atmosphere where all members of the community feel valued. The school has high expectations of the students, staff and parents and actively promotes positive behaviour. To achieve our aim, we have a code of conduct, applicable for all members of the community.

To encourage our students, each class will discuss behaviour and creates a set of class rules at the start of the new school year. This can be revised during the course of the year; however, the general rules are in accordance with the school's overall principles:

- We are an international school and all cultures are respected and valued equally
- We listen to others and value each other's opinions
- We accept responsibility for our own choices and actions
- We are polite and courteous at all times
- No form of bullying is tolerated and if bullying occurs appropriate procedures will be followed

- In class, a student may be given a time to reflect upon his/her behaviour and they will communicate with the teacher after reflection to discuss what they did and how they might be able to change their behaviour
- Personal toys (and for secondary, personal electronic devices other than mobile phones) should not be brought to school by students, unless appropriate to the unit being studied and prior permission has been granted by the teacher(s)
- ISUtrecht has a [Social Wellness Policy](#) which can be found on the policies page on the school website

Admissions

ISUtrecht offers primary and secondary education in an English-speaking environment. The school welcomes applications from students from all over the world, who are able to demonstrate a need for international education. The school is an International Baccalaureate World School, teaching the Primary Years Programme, Middle Years Programme and Diploma Programme.

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

English is the academic language of the school. To ensure all students can benefit from the programme, the school makes provisions for students whose first language is not English. ISUtrecht welcomes students with no English in the Primary Years Programme and up to grade 9 of the Middle Years Programme. English is taught at Language Acquisition level within the timetable for those with ELA needs up to grade 9.

For admissions into grade 9 and upwards, entrance testing plays a more important role in the admissions procedure. Testing may include mathematics, reading comprehension with written responses, and an interview, either face-to-face or virtually. After testing, acceptance into the programme is at the school's discretion. Read our [Admissions Policy](#) which can be found on the policies page on the school website.

Admission to the school will be confirmed only after it has been established by the Head of School that the programme is appropriate for the child's needs and a place is available.

School Fees

Information about school fees, financial obligations, bank details, non-payment and school laptops can be found in the [Standard Terms and Conditions 2021-22](#).

Childcare

After School Childcare (BSO)

Early years and PYP ISUtrecht students can avail of afterschool childcare facilities with our wonderful childcare partners, [Kind & Co](#).

For more information and contact details, please view the [childcare page](#) on the ISUtrecht website.

Childcare 0-4yrs

Kind & Co offers childcare to babies and toddlers (0 – 4yrs) in various [crèches or day care centres](#) (in Dutch this is called a kinderdagverblijf) throughout the city.

Activities

ISUtrecht, in collaboration with after school childcare provider [Kind & Co](#) offers a range of after school activities, such as instrumental lessons (guitar, keyboard, violin, flute etc.) primary choir, ISUtrecht orchestra, dance, drama, arts & crafts, computer programming, sports and chess.

Kind & Co coordinates the after-school activities programme. Activities take place in the ISUtrecht primary campus, the secondary campus, the Anne Frank School (a Dutch primary school) or at Unic (a Dutch secondary school) just up the road from the ISUtrecht buildings. The after-school activities programme is open to all students, whether or not they are enrolled in after school care.

More information about the first semester of after school activities, costs and enrolment will be available from mid-September 2021.

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 via the absenteeism form on the school app or by sending an email to absenteeism@isutrecht.nl, stating the full name and class of the student, and the reason for illness. For further information, please view the [ISUtrecht attendance protocol](#).

Dutch law on compulsory education ('leerplicht')

Under Dutch law, parents are required to register their child at a school and ensure attendance. This applies to all children aged 5-18 living in the Netherlands.

Requests for additional special leave beyond the official 12 weeks holiday can only be considered once in a school year,

with a limit of 10 school days. Permission can only be granted under specific conditions and after an official application for leave has been submitted by the parents.

There are strict guidelines that need to be adhered to and only for very significant circumstances is the head of school able to grant permission for leave outside the 12-week holiday period.

Should you need to apply for extraordinary leave, collect and submit a 'request for extraordinary leave form' from the school office. Please be aware the request should be made at least 4 weeks in advance of the requested dates.

Should parents take their 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. For further information, please view the section on 'leerplicht' at the website of the [Municipality of Utrecht](#).

Youth Health Care

Utrecht's Youth Health Care department (JGZ) of the Public Health Service Utrecht (GGD) monitors the health, growth and development of children aged from 0 to 18 years old. It provides preventative health check-ups, vaccinations and information meetings to all children and their parents/guardians in Utrecht.

You can always contact the JGZ for help or to answer any questions you may have regarding the development, health, parenting or well-being of your child. Where necessary they can help and/or refer you to the right care provider.

The JGZ provides preventative health care. They do not diagnose and treat childhood illnesses or other health problems. For (immediate) medical advice, please always contact your GP.

Upon arrival in the Netherlands

When you first arrive in the Netherlands you will receive a welcome letter from the JGZ and be invited to participate in the youth health care programme.

The JGZ also offers and administers the national immunisation program. The JGZ will call you to explain this programme and arrange, when necessary, follow up meetings.

The RIVM is the organization in the Netherlands that registers the vaccinations for every child. When you first arrive, you will receive a letter from the RIVM asking you to send a copy of already received vaccinations.

Please send this to the following address:

DVP West
Postbus 654
2700 AR, Zoetermeer

For any questions regarding the national immunisation program, please contact the RIVM via phone on 088 678 89 30 or e-mail dvpwest.rvp@rivm.nl.

Children 0-4 years old

When your children are aged 0 to 4 years old, you will automatically receive invitations for your child's follow-up health checks and vaccinations.

Together with your child, you will visit your local youth health care centre. A youth health nurse or doctor will discuss your child's development and do a physical check-up. You can ask any questions you may have about care, parenting, health and development.

Additionally, your child will be vaccinated in accordance with the national immunisation programme.

Children and teenagers 4-18 years old

When your child is 5 years old (KG) and when your child is in grade 3 they will have a healthcare check-up at school. A JGZ assistant visits the school to measure and weigh the children and test their hearing and eyesight. You will receive an invitation for a follow-up with the school nurse. The final health checks take place in grade 8 and grade 10 (when your child is around 14 and 16 years old).

Contact and advice

(for names and contact details, please check the [Youth Health page on the school website](#)).

The following staff from the JGZ is connected to ISUtrecht:

- School Nurse
- School Doctor

If you have a question, you can call JGZ on weekdays between 8:30-17:00 at 030-286 33 00. A nurse will call you back within 48 hours.

You can also visit www.jeugdengezinutrecht.nl for more information.

Excursions and Insurance

At ISUtrecht we organise a variety of age-appropriate out-of-school activities, which promote students to make purposeful connections to the world outside the classrooms. These activities take place in and outside of the local community and are always linked to the curriculum.

The school finds it important to facilitate our students in becoming true IB learners. Field trips, overnight camps and trips abroad allow students to step outside the comfortable environment of the school, becoming more inquisitive, open-minded and risk-taking. Linking the 'real world' to the curriculum requires them to reflect on their existing knowledge and to communicate in new ways.

ISUtrecht has collective accident injury insurance. It provides for limited cover during school related activities when injuries/damage are not covered by the student's own insurance. It applies to accidents incurred during school-initiated excursions, on the way between the venue and school, as well as during activities organised by, and/or under the responsibility, of the school.

Loss of Property

Students bringing valuable items to school, do so at the owner's risk. Secondary students all have access to personal lockers and are advised to use them for storage of personal items.

Official Complaints Procedure

The staff and leadership at ISUtrecht endeavour to support our community the best we can. If you do however have a complaint, you can expect the school to deal with it swiftly and professionally.

Possible complaint topics could include: student support and other educational topics, application of punitive measures, student assessment, sexual harassment, discriminatory, aggressive or violent behaviour.

It is advisable to initially address the complaint to the staff member involved. Students can also address their complaints to their mentor. If the advised route does not lead to a solution of the complaint, it can be discussed with the relevant programme leader, the head, or deputy head of the school.

The [ISUtrecht Official Complaint Procedure](#) describes this process of filing a complaint in detail. ■

The ISUtrecht Community



Student Council

Secondary students elect class representatives each year. Elections will be held in September – November. The student council organises fun activities for secondary students throughout the school year. They also raise money to fund these activities.

Parent Support Group

The ISUtrecht Parent Support Group (PSG) plays a key part in helping to build a strong school community in which every family is welcomed and supported. By organising social events and celebrations throughout the school year the PSG encourages a strong school spirit.

To find out more about [the PSG and how to get involved](#).

Division Council

ISUtrecht has a Division Council (Medezeggenschapsraad) that conforms to the Dutch participatory model for schools, in which staff, parents and students have a voice and play an advisory role for certain areas of school vision and planning.

For more information on the role of the Division Council, the current DC members and how to contact them, please view the [DC page on the school website](#). ■

