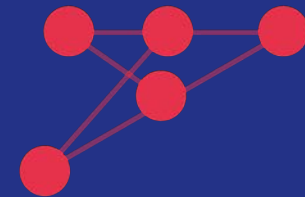


School Guide 2023–24



International
School
Utrecht

Foreword

Dear families,

In this document you will find all the information you need to prepare for the 2023-2024 academic year. Families new to International School Utrecht also receive a Welcome Guide which is meant to be read in conjunction with the school guide.

Please note that the school guide is a static document that is updated once a year in July. Current school news and events are shared through our school app. All school families will be given access to the school app at the start of a new academic year. Families arriving during the year will be given access within 3 working days after starting school.

We look forward to meeting you all in our new building at the Van Deventerlaan 1 in Utrecht Papendorp. For now, we would like to wish everyone a lovely summer!

Best wishes,

Marieke Folkers
Head of school
10 July 2023



Contents

- [Introduction to the school](#)
- [International Baccalaureate](#)
- [Accreditation](#)
- [Governance and partnerships](#)
- [Primary Years Programme](#)
- [Middle Years Programme](#)
- [Diploma Programme](#)
- [Language Acquisition](#)
- [Administration](#)
- [School Leadership](#)
- [Trainees in School](#)
- [Inclusion](#)
- [General Information](#)
- [Admissions](#)
- [After School Activities](#)
- [Attendance and Exceptional Leave](#)
- [Child Care](#)
- [Complaint Procedures](#)
- [Confidential Advisors](#)
- [Cover Teachers](#)
- [Excursions and Insurance](#)
- [Loss of Property](#)
- [Privacy](#)
- [School Fees](#)
- [Student Expectations and Code of Conduct](#)
- [Suspension and Expulsion](#)
- [Youth Health Care](#)
- [The ISU Community](#)



Introduction to the school

ISU is a warm and welcoming community brought together by a single purpose: to inspire our students with a passion for lifelong learning, to equip them with the tools to achieve excellence for themselves and the global community they will live in. Uncovering and defining talent is at the heart of our educational mission.

Our Core Values

Curiosity

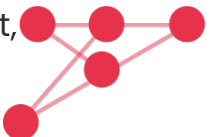
Curiosity at International School Utrecht means being excited about lifelong learning, skills and knowledge development and the discovery of new things. Our curiosity shows our open mindedness, respect for diversity and going beyond the surface.

Compassion

Compassion at International School Utrecht means being kind, empathetic and aware of individual values, contexts and needs to engage in meaningful conversations to support one another. Well-being is key to ensure we can all thrive.

Connection

Connection at International School Utrecht means belonging, being included, feeling involved, seeing and making links between learning and life. We are more than a school, we are a learning community for curious minds and adventurous hearts to connect, learn and grow.



International Baccalaureate

At ISU we have chosen to teach the International Baccalaureate (IB) programmes, as we believe in their educational philosophy. It is a student-centred, inquiry-based approach to teaching and learning which gives our students agency. This means that students are actively involved in their own education and in the school community.

The IB offers an 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. At ISU we offer 3 interconnected IB programmes; the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP), teaching children from 4 to 18 years.

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)

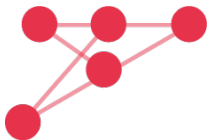


IB Mission Statement

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

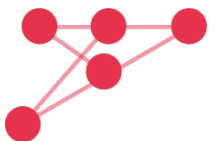
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in taking reasonable and ethical decisions.

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

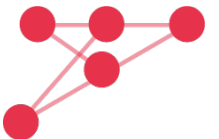
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient to challenges and change.

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.



Accreditation

As a Dutch International School, ISU offers high quality international education in a Dutch setting. As such, we are accredited and regularly inspected by the International Baccalaureate (IB), the Council of International Schools (CIS) and the Dutch Inspectorate of Education.



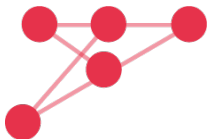
International School Utrecht is an an [IB World School](#), offering a complete and connected International Baccalaureate programme. The International Baccalaureate® is a non-profit educational foundation, motivated by its mission, focused on the student.



Accreditation by [the Council of International Schools](#) (CIS) is a worldwide recognised quality label for international schools. Whereas the International Baccalaureate focuses on the curriculum, the CIS focuses on the operational side of a school. ISU is an accredited CIS school.



As a Dutch International School, ISU is a state subsidised international school. As such, ISU is held to the same standards as a national school in the Netherlands. [The Dutch Inspectorate of Education](#) regularly monitors the quality of education. More information can be found on their website.

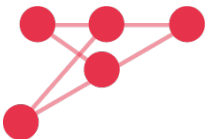


Governance and partnerships

ISU is governed by two cooperating local school boards: [SPO Utrecht](#) (Stichting Openbaar Primair Onderwijs Utrecht) and [NUOVO Scholen](#) (Stichting Openbaar Voortgezet Onderwijs Utrecht). SPO Utrecht is the board for 38 non-denominational primary schools in Utrecht and NUOVO is the board for 15 non-denominational secondary schools in and around Utrecht. SPO Utrecht and NUOVO work together closely in carrying out their board responsibilities for the two divisions of ISU.

The logo for NUOVO Scholen, featuring the word "nuovo" in a bold, dark blue sans-serif font above the word "scholen" in a lighter blue sans-serif font.The logo for Dutch International Schools, featuring a stylized blue icon of four people holding hands to the left of the text "dutchinternational" in a bold, dark blue sans-serif font, with "schools" in a smaller, lighter blue sans-serif font below it.The logo for SPO Utrecht, featuring the letters "spo" in a white sans-serif font on a yellow rectangular background, with a blue rectangular background to the right. A thin yellow curved line starts from the bottom of the yellow rectangle and curves upwards to the right, ending near the word "Utrecht" which is written in a blue sans-serif font below the blue rectangle.

ISU is a member of the [Dutch International Schools \(DIS\)](#), a group of over thirty schools providing internationally oriented primary and/or secondary education, known in Dutch as Internationaal Geörinteerd Onderwijs. Members of the DIS are all affiliated to a national school. For primary, ISU is proud to be partners with the Daltonschool Rijnsweerd and for secondary, with UniC secondary school.



Primary Years Programme

The International Baccalaureate Primary Years Programme (PYP) develops internationally-minded students. The PYP offers an inquiry-based, transdisciplinary curriculum framework that builds conceptual understanding. PYP students use their initiative to take responsibility and ownership of their learning. By learning through inquiry and reflecting on their own learning, PYP students develop knowledge, conceptual understandings, skills and the attributes of the IB Learner profile to make a difference in their own lives, their communities, and beyond.

Student agency

The PYP framework emphasises the central principle of student agency. This means that students have voice, choice and ownership of their own learning. Building on their own background, knowledge, language(s) and experiences we are committed to develop internationally-minded students. The curriculum is mapped out through transdisciplinary units of inquiry. These units can have multiple subject focuses, such as social studies or science. Mathematics and language are always a key focus within the units of inquiry.



The learner profile

The [IB learner profile](#) represents a broad range of human dispositions, capacities and traits that encompass intellectual, personal, emotional and social growth. Developing and demonstrating the attributes of the learner profile is an expression of what the IB means by international-mindedness. All members of the school community have a responsibility to be guided by and demonstrate a commitment to the development of the IB learner profile attributes with the aim to learn to respect themselves, others and the world around them.

Approaches to learning

The IB approaches to learning skills (ATL's) are grounded in the belief that learning how to learn is fundamental to a student's life in and out of a school context. In broad terms, IB programmes support learners in developing:

- Thinking skills
- Communication skills
- Research skills
- Self-management skills
- Social skills

The approaches to learning and associated sub-skills support students of all ages to have voice, choice and ownership of their learning. Through a variety of strategies, PYP teachers collaboratively plan for implicit and explicit opportunities to develop ATL's both inside and outside the programme of inquiry.

Meetings and written reports

Throughout the year, we will report on the student's progress:

Autumn- Parent teacher meeting

Winter- Written report

Spring- Parent teacher meeting

Summer- Written report

We also invite parents and students for a "get to know you meeting" early into the school year.



Middle Years Programme

The International Baccalaureate Middle Years Programme (MYP) aims to develop active learners and internationally-minded young people who can empathise with others and pursue lives of purpose and meaning. The programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers.

Emerging sense of self

The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community. The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents. At ISU [MYP students study the following subject areas](#): Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, Arts and Design. Grade 10 students are given a choice of more individualised pathways to help them prepare for the IB Diploma Programme, as part of their continuum of learning. To find out more about the IB curriculum, please visit the [IB website](#).

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
- orientations in space and time
- scientific and technical innovation
- fairness and development
- globalisation and sustainability

Approaches to learning

The focus of approaches to learning in the MYP is on helping students to develop the self-knowledge and skills they need to enjoy a lifetime of learning. At ISU we teach our students practical and self-knowledge skills, which will help them with the challenges posed by the IB MYP as well as the Diploma Programme and 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.

Meetings and written reports

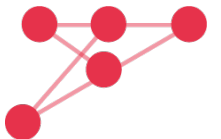
Throughout the year, we will report on the student's progress:

Autumn– Student-led conferences

Winter– Student, parent, subject teacher meeting

Spring– Written report

Summer– Written report



Diploma Programme

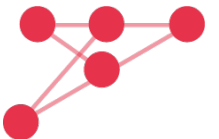
The International Baccalaureate Diploma Programme (DP) aims to develop students who are encouraged to think critically, solve complex problems and drive their own learning. They are culturally aware through the development of at least one second language and are able to engage with people in an increasingly globalised, rapidly changing world.

Breadth and depth of knowledge

The International Baccalaureate Diploma Programme (DP) aims to develop students who have excellent breadth and depth of knowledge—students who flourish physically, intellectually, emotionally and ethically. The Diploma is respected by leading universities across the globe.

The Diploma Programme (DP) curriculum is made up of six subject groups and the DP core, comprising Theory of Knowledge (TOK), Creativity, Activity, Service (CAS) and the Extended Essay (EE). 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.

Please find the [subjects offered at ISU](#). You can find [course selection guidance and subject briefs \(SL & HL\)](#) on the [IB website](#). Through Pamoja (authorised IB online course) ISU offers Psychology.



Core

In addition to subjects chosen, IB Diploma students also undertake a core component, consisting of three courses; theory of knowledge (TOK), Extended Essay (EE) and Creativity, Activity, Service (CAS).

Theory of Knowledge

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?

Extended Essay

The Extended Essay (EE) 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 that makes it so valuable to 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 much more formal academic piece of research. At ISU the Extended Essay involves researched ideas and proposals honed into specific and answerable questions, developed by the student with guidance from a chosen supervisor.β



Creativity, Activity, Service

Creativity, Activity, Service (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 explore areas of interest or develop passions, personalities and perspectives.

Meetings and written reports

Throughout the year, we will report on the student's progress:

Autumn- Student-led conferences

Winter- Student, parent, subject teacher meeting

Spring- Written report

Summer- Written report



Language Acquisition

At ISU we recognise the importance and richness of all the languages in our multilingual community. We believe that the acquisition and development of more than one language enriches intellectual and personal growth and nurtures international mindedness. It is through the acquisition of new languages and development of home languages, both at home and at school, that students develop a life-long interest in languages as well as a deeper sense of self and identity.

Language of Instruction

At ISU, the language of instruction is English, however we create an awareness of trans-linguistic connections so that each student is able to access the curriculum. All classes are taught in English, except the primary and secondary Dutch Language Acquisition and secondary Spanish Language Acquisition classes.

Students new to English

To ensure all students can benefit from the curriculum, the school provides an English Language Acquisition (ELA) programme for learners whose first language is not English. In primary, specialist ELA teachers work alongside the classroom teachers in the class to ensure that learners have access to the curriculum. Students also attend stand alone ELA sessions with the ELA teacher outside the classroom. In secondary, students join English Language Acquisition (ENLA) classes. Students also join stand alone sessions for ENLA with a language teacher. Older students from grade 9 and above will need to demonstrate they have sufficient English to be able to access the curriculum. This means your child(ren) may be asked to take a language assessment as part of the enrolment process.



Administration

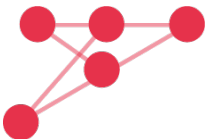
School Location

Van Deventerlaan 1
3528AG Utrecht

+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 to update us with any changes that occur in your contact details by emailing us on info@isutrecht.nl. We will update your records accordingly.



School Timing and Timetable

Primary School day: Monday to Friday 8:30–14:30.

Secondary School day: Secondary students have their lessons according to an individualised timetable that can be found on Zermelo. We strive to finish most secondary classes at 14:30, however older students might occasionally finish at 15:30 or 16:45.

Period	Start	End
1	8:30	9:30
2	9:30	10:30
Break	10:30	10:45
3	10:45	11:45
4	11:45	12:45
Lunch	12:45	13:30
5	13:30	14:30
6	14:30	15:30
Break	15:30	15:45
7	15:45	16:45



School holidays 2023-2024

First Day of Term: Thursday 24 August*

Autumn Break: Saturday 14 – Sunday 22 October

Winter Break: Thursday 21 December 12:00 – Sunday 7 January

Spring Break: Saturday 17 February – Sunday 25 February

Easter Weekend: Friday 29 March – Monday 1 April

May Break: Saturday 27 April – Sunday 12 May (including Ascension/Hemelvaart)

Whitsun/Pinksteren: Monday 20 May

Summer Holiday: Friday 12 July – Tuesday 27 August

* On Wednesday 23 August from 15:30 all school families are invited to the official opening of the new campus.

Professional development days for staff

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

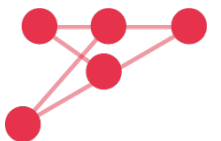
- Monday 25 September 2023
- Friday 24 November 2023
- Wednesday 13 December 2023 – Only primary
- Monday 8 January 2024
- Thursday 28 March 2024
- Tuesday 21 May 2024
- Wednesday 19 June 2024



School leadership

Name	Role	Email
Marieke Folkers	Head of School	marieke.folkers@isutrecht.nl
Kate Corder	Deputy Head of School	kate.corder@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

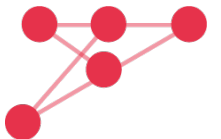
Staff information can be found on the [website](#).



Trainees in school

We support and welcome trainees in our school. ISU collaborates with (mostly local) partners. There is an intensive guidance procedure in place for trainees at ISU.

- During the course of the traineeship, ISU stays in close contact with the educational institution where the trainee is following his/her/their education.
- The traineeship at ISU takes place under close supervision.
- All trainees at ISU need to provide a valid VOG (Police Clearance Certificate) before entering into their traineeship.



Inclusion

At ISU we believe that students have a right to education that enables them to make progress, become confident individuals making a successful transition into adulthood. IB programmes are designed to ensure inclusivity and equitability allowing all IB learners to have equal opportunities. In our diverse and dynamic school community, we welcome differences between the students.

Students are more likely to thrive and achieve academic success when they experience a sense of belonging, well-being and can form strong relationships in school. Achieving this is a shared responsibility in our school.

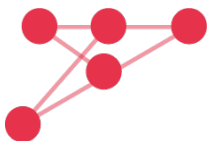
Teaching, learning & well-being

Our approach to teaching and learning helps build a sense of community and provides each student with consistent support and guidance. To proactively address the academic, behavioural and social-emotional needs of the students, our school also provides additional support.

Our school counsellors provide individual and group support to our students and their families. Learning support services are offered through the inclusion team and include where possible early intervention strategies. Our inclusion specialists offer consultation with teachers, observation, in-class support, small group support and where needed, individual academic support.

Language acquisition

Our multilingual approach is very much part of our vision on inclusion. To find out more, please view the [language acquisition](#) page.



Community Partners

As a school that is partly funded and supported by the Dutch government, ISU is a member of two regional support networks (samenwerkingsverbanden) in Utrecht

For Primary we are a member of Samenwerkingsverband Primair Onderwijs Utrecht and for Secondary we are a member of SterkVO. Both networks advise on and arrange support for students with additional educational needs. For matters related to the health of our students, we have a school doctor and nurse appointed by the municipality of Utrecht. Depending on the needs of the student and the family, ISU also works closely together with the Attendance officer (Leerplicht ambtenaar) and our local social care team (Buurtteam).

What to do when you have concerns

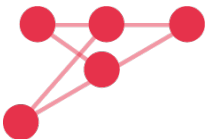
Any indications that a student may have additional educational needs should be explored and addressed. When you have concerns about your child, please reach out to your child's classroom teacher (Kindergarten – grade 5) or your child's mentor (grade 6 and above).

Social Wellness

The ISU [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 ISU. Students at ISU follow a comprehensive digital wellness curriculum to support and provide safety and reassurance to our community. ISU 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 ISU Social Wellness Policy clearly demonstrates that the school community does not accept bullying at ISU. Bullying issues are tackled by predefined steps and actions.



General Information

Admissions

The admission procedure is geared towards getting to know your child(ren) and to make sure that there is a good match between our educational provision and your child(ren)'s needs. To do so, there are various steps involved in the process where we will be asking you questions, including questions about languages, and educational background. Should you wish to apply, we ask you to read our Admissions Policy first. Students wishing to apply to the Diploma Programme will need to read this document: DP Information for External Admissions Enquiries. Frequently Asked Question concerning Admissions, can be found on the [Apply to our school page](#) on the website.

After School Activities

ISU, 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, ISU orchestra, dance, drama, arts & crafts, photography, sports and chess. You can read more about afterschool activities [here](#).



Attendance & Exceptional leave

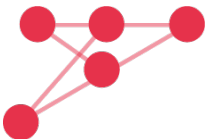
ISU provides a welcoming, safe, and supportive learning environment. It is the school's responsibility to ensure that students have good attendance. Students are expected to attend school every day and arrive on time for school.

In the Netherlands, consistent school attendance is compulsory for all children aged 5 –18. Attendance is an important factor in student achievement, and parents need to ensure their children attend school and are on time for class. Parents must plan holidays, special events and commitments during the official school holidays and school calendar dates are published on the school website well in advance.

Just like all schools in the Netherlands, International School Utrecht is expected to comply with and uphold the Dutch law (Education Act 1969). The local attendance authority (leerplicht) is responsible for parental compliance. ISU is keen to ensure good attendance for all students, and the local attendance authorities support us in upholding the law. Exceptional leave can only be granted in very specific circumstances. If you decide to take leave without permission it can mean you will be contacted by the Attendance Authorities (leerplicht). This could also lead to legal proceedings, and the imposition of a fine.

Exceptional leave

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



Childcare

After School Childcare (BSO)

After school childcare (in Dutch: BSO) is provided at our school campus by childcare organisation Kind & Co. For more information and contact details, please view the after school care on the ISU website.

Childcare 0-4yrs

Kind & Co offers childcare to babies and toddlers (0 – 4yrs). They now also have an English language day care near our school. There are various crèches or day care centres (in Dutch this is called a kinderdagverblijf) throughout the city.

Complaint Procedure

The staff and leadership at ISU 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 ISU Complaint Procedure can be found on the 'For parents' section of our website.



Confidential Advisors

International School Utrecht has a contact person, Sylvia van Nisius whom staff, students and parents can approach, if they have a complaint (e.g. bullying, inappropriate conduct or aggression). Ms van Nisius, with your consent, could contact Anton de Leeuw and Lilian Vermeulen, the external confidential advisors who work on behalf of NUOVO. You can also contact these confidential advisors directly, please find their contact information below.

When to contact the confidential advisors?

You can contact the external confidential advisors if you have a complaint about inappropriate conduct, such as bullying, discrimination, (sexual) intimidation or aggression. You also contact the confidential advisors in case of integrity violation; abuse such as fraud, misuse of subsidies, etc.

Contact Information

070-2600032

info@cvp-plus.nl

COVER | Primary

In Primary, teachers who need short-term leave provide an outline of the class schedule and lessons for the day. They are also then responsible to provide a cover plan (detailed lesson plans for all lessons) in order to ensure learning continuity. For PYP, cover teachers are assigned for these short-term teacher absences. For long-term absences, the school determines if the classes can be filled with current teachers, but if required, the school recruits temporary teachers.

COVER | Secondary

In secondary, teachers who need short-term leave provide relevant tasks for students on ManageBac in order to ensure learning continuity. For MYP, internal cover teachers are assigned for these short-term teacher absences. In DP, no cover is assigned, but students are expected to complete relevant independent assignments. For long-term absences, the school determines if the classes can be filled with current teachers, but if required, the school recruits temporary teachers.



Excursions and Insurance

At ISU 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.

ISU 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 have access to personal lockers and are advised to use them for storage of personal items.

Privacy

On 25 May 2018 the General Data Protection Regulation (GDPR; in Dutch: AVG) came into force. From this date onwards, businesses in the whole of the EU have to comply with the same privacy rules. The ISU is governed by two cooperating local school boards: SPO Utrecht for primary and NUOVO for secondary. Both school boards take privacy seriously and are aware of the current privacy legislation. You can find the school's privacy statement on 'for parents' section of the website.



School Fees

Information about school fees, financial obligations, bank details, non-payment and school laptops can be found in the [Standard Terms and Conditions 2023-24](#).

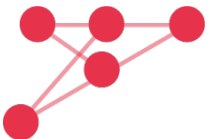
Student Expectations and Code of Conduct

ISU 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
- 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)
- ISU has a [Social Wellness Policy](#) which can be found on the policies page on the school website.



Suspension and Expulsion

At International School Utrecht a safe school environment is of great importance. That is why we have a code of conduct. Measures can be taken against students who violate this code of conduct. These can be pedagogical measures, such as detention or extra schoolwork. However, serious misconduct will lead to suspension or, in extreme cases, expulsion. Serious misconduct includes, for example, possession of weapons, theft, vandalism, violent behaviour, and drug use. The school has an Alcohol and Drug Care Protocol that is leading in those situations. As a school community, together, we are responsible to ensure a safe school environment.

Youth Health Care

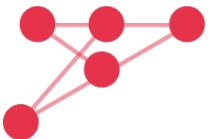
Utrecht's Youth Health Care department (JGZ) of the Public Health Service Utrecht (GGD) monitors the health, growth and development of children aged from 0 to 18 years old.

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.

Contact information for youth health care can be found on the 'for parents' section of the website.



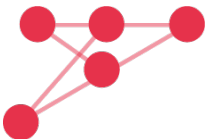
The ISU Community

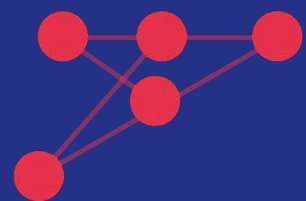
Parent Support Group

The ISU 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.](#)

Participation Council

ISU has a Participation 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. School parent can find out more about the PC, the current members, agenda and meeting notes in the 'for parents' section of the school website.





International
School
Utrecht