School Guide 2026-2027

Approved by the ISU Participation Council 21 September 2026

International School Utrecht

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Introduction

Welcome to the School Guide for the 2026-2027 academic year. In this Guide you will find information about our curriculum, leadership, governance and accreditations as well as practical information about absenteeism, laptops, after school activities, school holidays and much more.

To find more details on the first weeks of the school year, what to bring, how to travel to school, please read the Welcome Guide 2026-2027, which can be found on the documents page on the school website. Please note that the Welcome Guide will be updated throughout the academic year whereas the School Guide is a static document, which will be revised once a year in September.

Mission

We are International School Utrecht.

International School Utrecht (ISU) is a warm and welcoming community brought together by a single purpose: to inspire our students with a passion for lifelong learning and 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.

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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.

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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. In April 2026 SU was successfully reaccredited by both the IB and the CIS.

International School Utrecht is 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.

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Governance & 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 37 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. Our board members are Anko van Hoepen (SPO Utrecht) and *vacancy* (NUOVO).

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 Geörienteerd Onderwijs.

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School leadership

The ISU leadership team consists of the Head of School, the Head of Primary, the Head of Secondary and the Head of Logistics & Learning.

Name	Role	Email
Marieke Folkers	Head of School	marieke.folkers@isutrecht.nl
Lindsey Dudgeon	Head of Primary	lindsey.dudgeon@isutrecht.nl
Liam Moody	Head of Secondary	liam.moody@isutrecht.nl
James Kelsall	Head of Logistics & Learning	james.kelsall@isutrecht.nl

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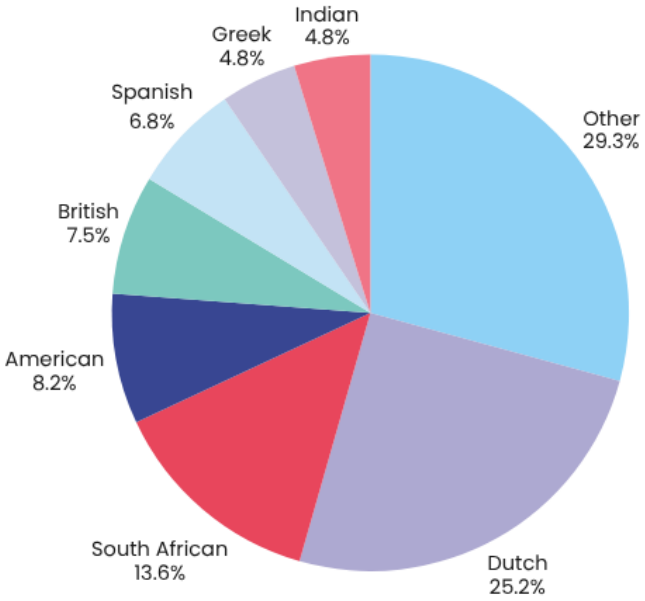
Staff

We currently have a team of 169 staff members from all over the world.



Staff nationalities September 2026

Argentinean, Aruban, Australian, Belgian, Bolivian, Brazilian, Canadian, Chilean, Colombian, Cypriot, Estonian, Filipino, French, German, Iranian, Iraqi, Irish, Israeli, Italian, Kenyan, Korean, Lebanese, Malaysian, Maltese, Mexican, Nepalese, New Zealander, Norwegian, Peruvian, Polish, Portuguese, Romanian, Russian, Singaporean, Thai, Ukrainian, Welsh.

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Safeguarding

At ISU we continuously strive to meet the highest standards for safeguarding and child protection. All staff members undergo annual training on safeguarding and child protection. We have 2 dedicated safeguarding leads, our Head of Primary Lindsey Dudgeon (for primary) and our Head of Secondary Liam Moody (for secondary), and a highly qualified inclusion team ensuring a school wide focus on child protection.

Safe learning environment

Our top priority is to create a safe, caring and supportive learning environment. Upon employment all staff need to provide a Police Clearance Certificate regarding working in education and the Dutch equivalent, which is called VOG (Verklaring Omtrent Gedrag). The final stage of our recruitment process also includes a reference check.

ISU staff are regularly trained to identify and respond to signs of abuse or neglect among our students, ensuring appropriate action is taken. Safeguarding the welfare of our students is our top priority at all times. We take all allegations and indications of abuse or neglect very seriously and will follow up accordingly. The measures we take may include contacting local and/or international law enforcement and engaging with organisations responsible for child protection in the Netherlands.

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Trainees in school

We support and welcome trainees in our school to help with their studies for a defined period. ISU collaborates with (mostly local) teacher trainer institutes. There is an intensive guidance procedure in place for trainees at ISU. During the traineeship, ISU stays in close contact with the educational institution where the trainee is following their education. The traineeship at ISU takes place under close supervision. All trainees at ISU need to provide a valid VOG (Verklaring Omtrent Gedrag) or Police Clearance Certificate before entering their traineeship.

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Inclusion

The foundation for all students is the curriculum and high-quality instruction provided in Tier 1 (classroom support). The school supports students through regular professional development including workshops on Universal Design for Learning (UDL) and differentiation. Building on this strong foundation, Tier 2 (school support) and Tier 3 (external partners) interventions provide supplementary services and interventions for students with additional educational needs.

The support offered in Tier 1 and the additional interventions in Tier 2 and 3 is defined across the school. The steps taken and agreements are recorded and updated regularly in the schools' student administration systems (Parnassys and Magister).

Rainbow Class in Primary

Starting in August 2023, the Rainbow Class was opened as a special education classroom that students can join for parts of the day, based on their learning and development goals and overall educational needs. We strive to integrate our Rainbow Class students as much as is possible into their grade level classes.

The purpose of the Rainbow Class is to work towards a sustainable inclusive approach at ISU, meeting the needs of the diverse community of learners, to strengthen the current approach to inclusion, and to continue to effectively connect and collaborate with the experts around the school.

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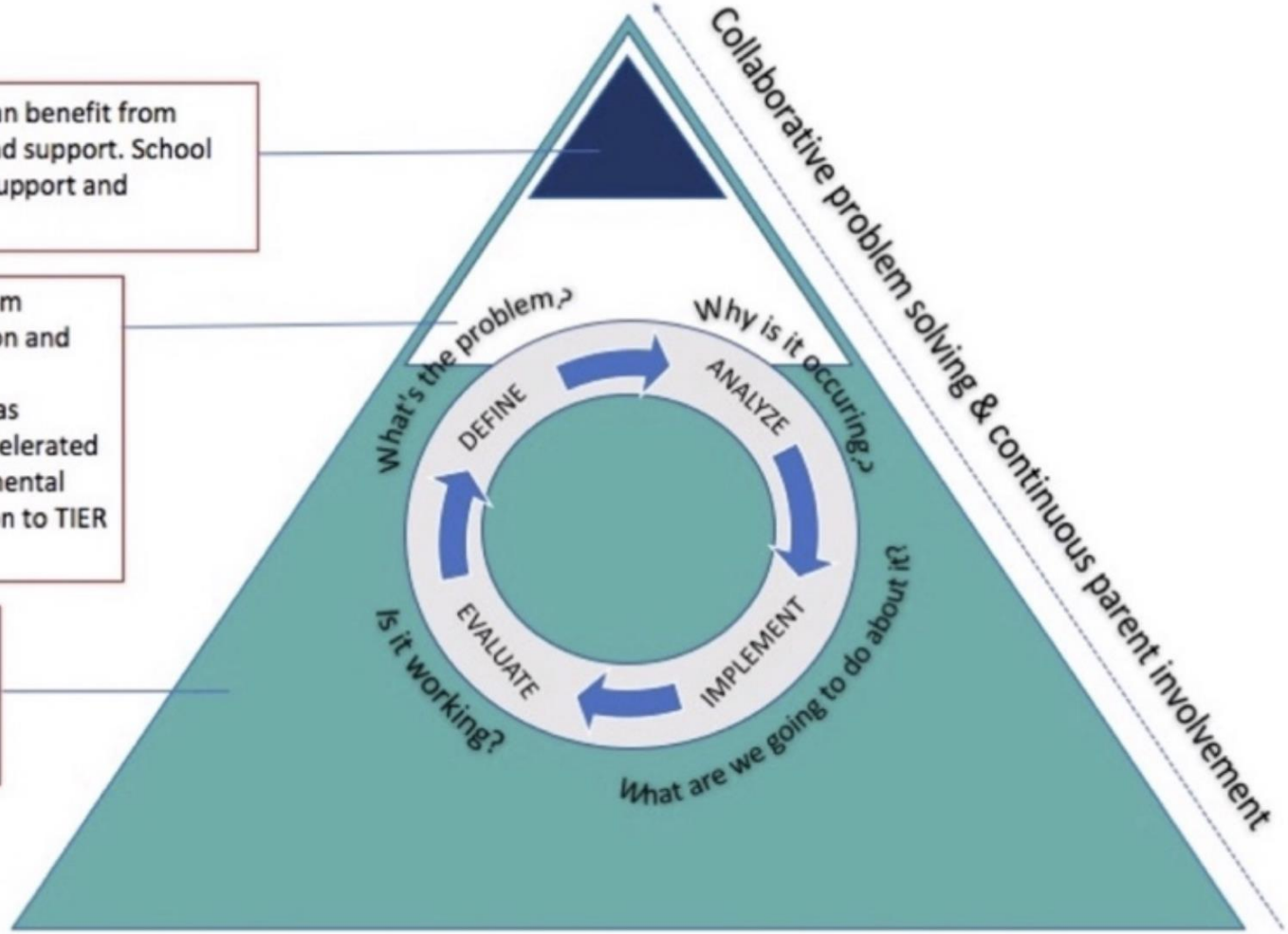
A small number of students can benefit from intensive TIER 3 instruction and support. School psychologist, outside school support and individual quidance.

Some students can benefit from supplemental TIER 2 instruction and support.
These students are identified as needing more intensive or accelerated academic behavioral and/or mental health interventions in addition to TIER 1 services.

All students benefit from school-wide TIER 1 instruction and support.



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Tier 1 Classroom support	
Curriculum Appropriate and relevant curriculum Differentiated instruction and classroom practices (UDL) English as an Additional Language support	Pastoral K-5 Classroom teachers, Grade Level Coordinators, Programme Leader, School Psychologist and the External School Nurse 6-12 Mentors, Lead Mentors, Programme Leader, School Psychologist, School Nurse, Careers Counsellors
Staffing Qualified teachers and assistants Careers Counsellors Inclusion Coaches School Psychologist External School Nurse	Environment/ facilities Accessible facilities

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Tier 2 School support	
Curriculum K-5 In class support through co-teaching with the inclusion specialist, small group support focused on progress in language and mathematics, Approaches to Learning (ATL's) and social-emotional development 6-12 Small group or individual support sessions for students with identified additional needs focused on study skills, academic writing, or other learning needs; inclusive access arrangements (IAA) for assessments such as additional time or use of word processors	Pastoral K-5 Lunch bunch run by the inclusion department, small group counselling and individual counselling sessions 6-12 Individual mentor sessions, new student lunch sessions, small group counselling and individual counselling sessions.
Staffing Whole school inclusion team: Inclusion Coaches Inclusion Specialists Careers Counsellor School Psychologist	Environment/ facilities Identified inclusion areas in the school School counselling office Individual access arrangements if entitled according to IB regulations.

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Tier 3 School support plus	
Curriculum Appropriate and relevant curriculum Differentiated instruction and classroom practices Individual Learning goals within the Rainbow class in primary English as an Additional Language support K-12 Short term individual support in a 1:1 setting, for student with identified additional needs focused on progress in AtL's and academics	Pastoral In addition to the support provided in tier 1 and tier 2, 1:1 session with the School Psychologist can be scheduled (maximum of 8 sessions).
Staffing Inclusion Coaches External support team as required: Buurtteam (family counsellors). KOOS en Spoor 030 (Additional specialised youth care), Auris and Kentallis (experts in speech, language and hearing) Samenwerkingsverband (external expertise primary),Sterk VO (external expertise secondary) Jeugdgezondheidszorg (school doctor and school nurse), Leerplicht (attendance officer). Specialised teaching team to support in Rainbow Class	Environment/ facilities Identified dedicated inclusion working spaces in the school School counselling office Individual access arrangements if entitled according to IB regulations. Rainbow Class in primary for maximum 8 students

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Student rights & responsibilities

Through their academic and socio-emotional growth, students have the right to be supported by their parents/legal guardians and the school. ISU encourages all students to have agency in their own learning and development as lifelong learners; therefore, it is crucial that students are involved in the development, implementation, and evaluation of their own learning needs. These students should:

- be given the opportunity, regardless of age, to say what they want for the future and give insight in their need;
- take part in goal setting and planning;
- be aware of their learning goals and actively strive to improve bases upon these goals;
- understand the accommodation and self-advocate for these when appropriate;
- reflect on their progress in meetings with parents.

Parent and legal guardian rights & responsibilities

At ISU parents and legal guardians are an essential partner in our students' education and form a vital part in offering effective support to our students. Parents have the right to be consulted and given opportunities to share their views and be an integral part of the ongoing support process.

In primary, the classroom teacher forms the link between the school and home and is the first point of contact for parents. In secondary, mentors guide the students through their academic and personal development. When concerns arise, parents should involve the classroom teacher and mentor who will involve the inclusion team when the student requires their further assistance. It is also possible that the school strongly recommends the parents to help their child at home with or without the use of external providers.

It is possible that the parents have already taken steps to meet their child's needs. It is common for children to receive treatment from a speech therapist, physiotherapist, tutor, etc. As ISU does not provide this type of support; parents will need to arrange and pay for it themselves. It is strongly recommended that close contact is maintained between parents, school, and the various external providers to align the support practices.

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External partners rights & responsibilities

ISU works closely together with its community partners. As a school that is partly funded and supported by the Dutch government, ISU is a member of two regional support networks in Utrecht. Primary is a member of Samenwerkingsverband Primair Onderwijs Utrecht and secondary is a member of Sterk VO. For matters related to the health of our students, the municipality of Utrecht appoints a school doctor and nurse. Depending on the needs of the student and the family, ISU works closely together with the Attendance officer (Leerplicht ambtenaar) and our local social care (Buurtteam).

These external partners have the right to be informed of students needs according to Dutch regulations and are responsible for advising on and/or arranging support for students with additional educational needs. If a primary student is accepted into the Rainbow Class, the school will follow the regular procedure for support through the Samenwerkingsverband and ask parents' permission to schedule the necessary external support and expertise needed.

Parent and youth support centre

Our external partner for inclusive education in secondary, Sterk VO, has a parent and youth support centre. (information on website available in English).

Parents and secondary students can contact the youth support with questions about inclusive education. If a secondary student needs additional support, the student, parents and school work together to decide what is needed.

It is helpful to know how inclusive education is organised in our region. What support is available? How can you work together with your child's school? Who can you contact if you have questions?

The parent and youth support centre can help with these questions. On the support centre's website, you can find questions and answers about inclusive education, as well as useful links.

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How school support is communicated to secondary students

At the start of each school year, our student support system is communicated to new students individually and shared with all students by the class mentor.

Right to be heard - secondary students

Students have a say in setting and evaluating their Tier 2 support goals ('hoorrecht'/the right to be heard). Parents have access to these goals via Magister.

During the previous academic year (2025-2026) we received positive feedback from students who received Tier 2 support. At the same time student felt that Tier 1 support could become more visible. We aim to address this during the current school year. (e.g. Universal Design for Learning-teaching).

For more information, please view our Inclusion Policy on the School Documents page on the school website.

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Tier 2: Secondary referral, start dates & progress Reviews

1

Need identified

- First point of contact is the mentor.

2

Inclusion Team review

- The Inclusion Coaches review internally with the team the concerns and areas of need for possible options for support.

3

Support begins

- If sessions with an Inclusion Specialist are allocated, individualized goals will be set along with the student and uploaded in Magister (parental-note). The support slot will be visible in student's Zermelo timetable.

4

Regular review

- Progress is checked at least once a term (sooner if needed) and shared on Magister, along with next steps. For example:
  - → Exit Tier 2, continue to be supported through Tier 1
  - → Continue with Tier 2 support
  - → External referral.

*****Decisions are always based on each student's evolving learning profile and how they're progressing.*****

Starting Support in Term 1?

- Most students: sessions begin second full week of school.
- Students with a reduced timetable: sessions begin first full week of school.

If more support is needed

- If needs go beyond what we can offer, we will hold a meeting with you and the Inclusion Coach to discuss next steps.

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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 0-18 yrs. It provides preventative health check-ups, vaccinations and information meetings to all children and their parents/ legal guardians in Utrecht. The JGZ can always be contacted for help or to answer any questions regarding the development, health, parenting or well-being of a student. Where necessary they can help and/or refer to the right care provider. Please note that the JGZ provides preventative health care. They do not diagnose and treat childhood illnesses or other health problems. For (immediate) medical advice, parents need to contact their GP.

Upon arrival in the Netherlands

When a family first arrives in the Netherlands, they will receive a welcome letter from the JGZ to invite the student to participate in the youth health care programme. The JGZ also offers and administers the national immunisation programme. The JGZ will be in contact to explain this programme and arrange, when necessary, follow up meetings.

The RIVM is the organisation in the Netherlands that registers vaccinations for every child. On arrival in the Netherlands, a letter will be sent from the RIVM asking for a copy of already received vaccinations. Please send this to the following address: DVP West | Postbus 654 | 2700 AR Zoetermeer.

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Exam results

2026	2025	2024
• Number of candidates that registered in the May session: 98 • Number of candidates that successfully passed the diploma in May: 91 • Passing rate May session: 93% • Passing rate May session worldwide: 83% • ISU average points: 32 • ISU highest score: 44 • Number of students obtaining a bilingual diploma: 23	• Number of candidates that registered in the May session: 77 • Number of candidates that successfully passed the diploma: 73 • Passing rate: 95% • Passing rate May session worldwide: 81% • ISU average points: 32,2 • ISU highest score: 44 • Number of students obtaining a bilingual diploma: 15	• Number of candidates that registered in the May session: 63 • Number of candidates that successfully passed the diploma: 63 • Passing rate: 100% • Passing rate May session worldwide: 80% • ISU average points: 31,6 • ISU highest score: 43 • Number of students obtaining a bilingual diploma: 18

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School Plan

Multilingualism

'We believe in the development of strong communication skills, to facilitate global understanding and cooperation.'

What will you see at ISU?

- Further development of the language hub
- Home languages present everywhere
- A curriculum for language learners
- ISU becoming a Language Friendly School
- All teachers becoming language teachers

Well Being

'We believe in the nurturing of a safe, caring, and inclusive environment that supports the well-being and emotional growth of our students.'

What will you see at ISU?

- A solid mentor programme
- More collaborative planning
- Different activities for students
- Yoga in KG and yoga for staff
- Supporting more SAA & CAS experiences
- Extra support from the inclusion team

Agency

'We believe in following the same approach towards behaviour which includes a positive relationship between students and staff.'

What will you see at ISU?

- Better transitions between grades 5-6 and 10-11
- Digital literacy lessons in PYP and Grade 6
- More choices for students in PYP and MYP
- ISU investigating offering the Careers Programme

Our ambitions: Multilingualism, Well Being and Agency are underpinned by (better use of) data.

Please find the School Plan 2024-2028 on the documents page on the school website.

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International Baccalaureate

At ISU we have chosen to teach International Baccalaureate® 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 4 to 18 years, comprising of 4 programmes that focus on teaching students to think critically and independently, and how to inquire with care and logic. ISU currently offers 3 IB programmes: the Primary Years Programme, Middle Years Programme and Diploma Programme.

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.

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IB Mission Statement

The International Baccalaureate® 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.

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Learning & global citizenship

At ISU we believe that:

Learning is a lifelong journey of making new connections that deepen our understanding of the world. Meaningful learning builds on prior knowledge and is fuelled by curiosity, inspiring continuous growth and exploration.

Global citizenship starts with international-minded people who embrace diversity. Global citizens have an awareness, understanding, and acceptance of language, other cultures and beliefs as well as their own.

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Where children explore

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.

The PYP framework emphasises the central principal of student agency. This means that students have voice, choice and ownership of their own learning. Building on their 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.

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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 ATL's 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:

- November Oral Progress Meetings
- January Mid-year written report
- April Student Led Conferences
- July End of year written report

At the start of the academic year, we also invite parents and students for a "Get to Know You" meeting.

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Develop and grow you qualities

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 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, The Arts (visual and performing), Design and Physical and health Education. In 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.

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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 (ATL's) 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:

- November — Student Led Conferences
- January/February — Mid-year written report & parent, subject teacher meetings
- July — End of year written report

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Be prepared for the future

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.

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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.

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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:

- November Progress report & Student Led Conferences
- December Mid-Year written report DP2
- January Mid-year written report DP1 & parent, subject teacher meetings
- July End of year written report

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Language acquisition

At ISU, we recognise the importance and richness of all the languages in our multilingual community. Research shows that the acquisition and development of more than one language enriches intellectual and personal growth and nurtures international mindedness. Multilingualism is one of the main ambitions in our current School Plan (2024-2028). That is why in September 2024 we started working with Dr Eowyn Crisfield, expert in multilingual education, on our language friendly approaches to teaching and learning. A large group of teachers from across the school (primary and secondary) has been involved in this project. From the 2025-2026 school year we started to implement our learnings. These days you can see evidence of multilingualism all around the school.

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

At our school, the language of instruction is English, however, to ensure all students can better access 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 ENLA sessions with a language teacher throughout the week in the Language Hub. Older students from grade 9 and above will need to demonstrate they have sufficient English to be able to meet the academic demands of the programme. This means your child(ren) may be asked to take a language assessment as part of the enrolment process.

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Admissions & fees

ISU caters for internationally mobile students from all over the world who can demonstrate a need for international education, and who will be based in the Netherlands for a temporary period. Children of Dutch nationals returning to the Netherlands are eligible to apply if they have lived and gone to school abroad for at least 2 years.

Admission procedure

We look forward to getting to know you and your child(ren). Please get in touch with our admissions team. When you decide to start the admissions process, we will ask you to fill in a Registration of Interest on OpenApply, our admissions portal. We will then need some more information about languages and educational background of your child(ren). To find more information about the process, please 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.

School fees

The school fees for the 2026-2027 school year range from 6110 euro for a Kindergarten student to 8370 euro for a Diploma student (including enrolment fee and deposit new student). To find the complete school fee information, please read our Standard Terms & Conditions 2026-2027.

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ISU community

Our school is a strong community existing of students, staff and parents. We connect on many levels, for example during celebrations of learning, school festivals, concerts and whole school celebrations. The Parent Support Group (PSG) helps parents to connect by organising events. The Participation Council (PC), in which students, staff and parents are represented assists the school on a more formal level.

Parent Support Group

The PSG organises various monthly events for parents (a coffee morning, daytime outing and evening drinks). They also support various clubs for parents (running club, language club, book club). The PSG welcomes willing and committed volunteers so more events can be organised for the benefit of all. If you are interested, please reach out to the PSG via psg@parent.isutrecht.nl.

Participation Council

ISU has a Participation Council that conforms to the Dutch participatory model for schools. In this official body, staff, parents and students have a voice and play an advisory role for certain areas, such as, budget, formation, vision, policies and protocols. For more information, please view our Participation Council Regulations as well as the most recent Annual Reports on our website

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General Information

In this section you will find general information about absenteism, school holidays, youth health, privacy, student code of conduct, laptops and much more.

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1. Contact information

International School Utrecht
Van Deventerlaan 1
3528 AG Utrecht

info@isutrecht.nl

030-8700400

To find the school, please use Google Maps for navigation.

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2. Attendance

Every child in the Netherlands has both a right to education and the obligation to attend school. This is stated in the Dutch Compulsory Education Act (leerplichtwet) and applies to everyone living in the Netherlands. Compulsory education starts on the first day of the new month after a child turns 5 and ends when the student obtains their Diploma (Startkwalificatie). For more information, please view our Attendance Protocol.

Our Expectations

Students	Parents
o Attend school every day in accordance with timetable and school calendar. o Arrive to school on time and be on time for each lesson. This way avoiding disruption to their learning and the learning of others.	o Encourage punctual attendance. o Notify school of absenteeism via the school app by 07:30. o Try and avoid making medical and other appointments for their child during school hours. o Inform the school of any home circumstances that might affect the behaviour and learning of their child.

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Unauthorised absence

If a student does not attend school and a reason has not been provided, steps will be taken to find out why the student is absent.

- Teachers always record attendance (by 08:30 in Primary and at the start of each lesson in Secondary).
- Attendance Coordinator, Classroom teachers/Mentors, Inclusion Coaches and/or Heads of Primary and Secondary follow up with attendance concerns.
- Where necessary, the External Attendance Officer (Leerplicht) will be involved.

For more information, please view our Attendance Protocol.

Leaving the school

When families are leaving ISU, it is important that they deregister from the municipality. The municipality attendance officer is responsible for student attendance. This continues for as long as the family is registered in the municipality. All families leaving the school are reminded that they should de- register (uitschrijven) from their local municipality (gemeente).

Any family not doing so remains the responsiblity of the attendance officer (leerplicht ambtenaar) who is responsible for the (continuity of) education of all children registered in their municipality. Families leaving the school but wishing to remain registered in the municipality, must apply to the attendance officer to request an exemption (vrijstelling).

For further guidance contact
primary.administration@isutrecht.nl or secondary.administration@isutrecht.nl

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3. Reporting absence

Reporting ill

When a student is absent due to illness or another legitimate reason, parents are requested to inform the school before 07:30 **each day** the child is absent. This must be done via the ISU App.

Reporting appointments

When a student has an appointment that cannot be booked outside school hours, please notify the school before 07:30 via the ISU App. Please always try and book appointments (doctor, dentist or municipal) outside of school hours to ensure your child does not miss school unnecessarily. Please, also mention the time your child will arrive at school or be collected from school. Students are expected to attend school before/and after their appointments.

Ill during the day

When a student feels unwell at school, the Welcome Desk will contact the parent/caregiver, and the student must sign out at the desk.

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4. Lateness

Primary students are expected to be in class by 8:30. Students arriving after 08:30 must enter the school via the main entrance and sign in. If a student has been late 3 times, the primary student administration will contact parents. When a student is late 6 times, parents will be invited to meet with the classroom teacher. If lateness persists, the Inclusion Coach, Head of Primary and/or External Attendance Officer (Leerplicht) may become involved.

Secondary students are expected to be at school in time for their first lesson of the day. Students arriving late to school must enter the building through the main entrance and swipe their student card at the Welcome Desk. The Attendance Coordinator will follow up with the student. If a student is late 3 times, the student must early sign in at the welcome desk at 08:00 the following day. If a student is more than 15 minutes late to class, they will be asked to attend task completion to make up for missed work. If lateness persists, the Attendance Coordinator and/or mentor will schedule a meeting with the student and parents. The Inclusion Coach, Head of Secondary and/or external Attendance Officer (Leerplicht) may become involved.

For more information, please view our Attendance Protocol.

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5. Exceptional leave

Compulsory Education Act

In accordance with the Dutch Compulsory Education Act (Leerplichtwet), leave outside of the school holidays is not allowed. Parents must plan holidays and special events during the official school holidays and in accordance with the school calendar. Exceptional leave can be granted only in very significant circumstances.

The external attendance authority (leerplicht) is responsible for parental compliance with the Dutch Compulsory Education Act and works with ISU in upholding the law. If parents decide to take leave without permission, it can mean parents will be contacted by the external attendance authorities (leerplicht). This could also lead to legal proceedings and the imposition of a fine.

Contact secondary.admin@isutrecht.nl or primary.admin@isutrecht.nl should you want to enquire about exceptional leave.

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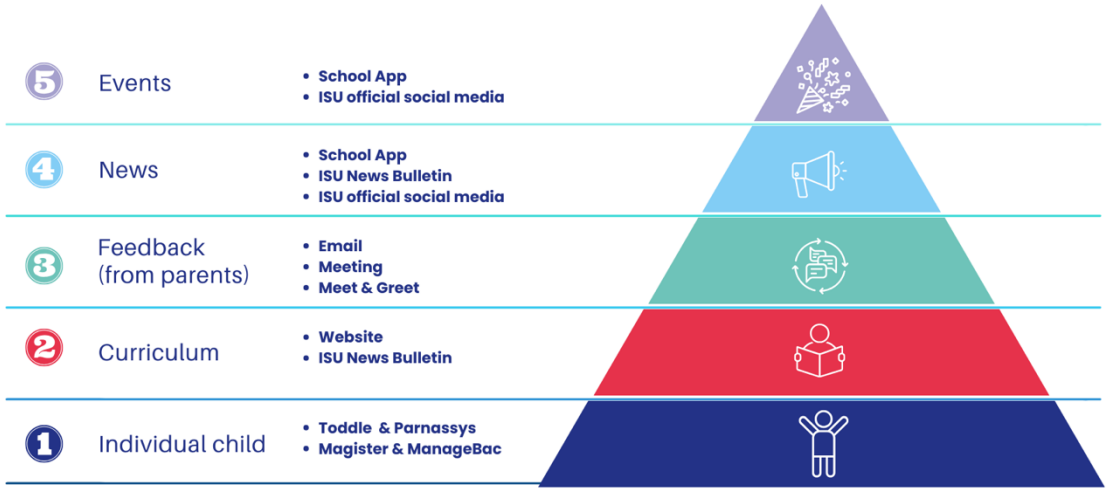
6. Parent communication

Parent Communication Protocol

Creating solid school-home partnerships starts with providing adequate and timely information about the progress and well-being of each individual child to their parents (1). Upon this foundation, school provides information on our curriculum and the way we teach.(2) School home partnerships can only flourish if parents receive timely and adequate response on feedback (3). Parents can also expect regular updates on school news (4)and invitations to events (5). To ensure parents receive the right information at the right time, we use several communication platforms (see below). We also organise progress meetings, (online and offline) information meetings, workshops and events. For more information, please view the Parent Communication Protocol.



In the best interest of the student, both parents – even if separated or divorced – have the right to access information regarding their child(ren). For more details, please view the Sharing Information with Separated/Divorced Parents Protocol.

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7. Devices/Apple MacBooks

Families with children in primary are encouraged to have a device at home to help their child(ren) with their learning. All students from grade 6 upwards are expected to have an Apple MacBook (Neo, Air or Pro) for educational purposes. Students are expected to purchase their laptop before joining the school. Students looking to purchase a laptop, can find details on the Admissions pages (under School Fees) on our website.

Apple MacBooks have proven to be a very durable, stable, efficient and versatile device, which has the benefit of being compatible with all software and devices we use at ISU. With proper care, this device should serve you well for more than 5 years. As everyone at ISU uses MacBooks, in combination with the extensive experience of our IT department, it is easy to find someone who can help at school, should there ever be any problems. As an added bonus, it also comes with easy to use, built-in parental controls called Screen Time so you can monitor (and if needed, prevent) any inappropriate use of the laptop together with your child.

MacBooks & insurance through ISU webshop

The MacBook for secondary students needs to be directly arranged by parents, and we recommend you use the ISU web shop , for access to the Apple education discount on the prices all year round. We further recommend you also purchase 36 months of comprehensive insurance and repairs with your MacBook, which guarantees worldwide coverage. The insurance entitles you to an unlimited number of claims. QSX insurances helps you with all repairs and damage, and you can contact them: info@qsx-insurance.com, +31 88 0071007. Please note that if you do not purchase the insurance, you will have to arrange everything regarding repairs yourself.

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Repairs

For repairs we recommend the following two repair centres:

- **Within the warranty**, our advice is: Card Services, +31 30 760 9966, address: Savannahweg 15, Utrecht (This is an Apple Certified Repair centre)
- **Outside the warranty** there is another, cheaper option: AWB Computing, + 30 233 4061, address: Amsterdamsestraatweg 75, Utrecht. (Please note this is not an Apple Certified Repair centre, so any remaining warranty will be broken if you go here)

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8. Childcare

After school childcare (in Dutch: Buitenschoolse Opvang or BSO) is provided at our school campus by childcare organisation Kind & Co Ludens. There is currently no waiting list for after school childcare. Please contact Kind & Co Ludens and they will be happy to explain more about their provision.

Tel: +31(0)307607785
Email: planning@kindencoludens.nl

Kind & Co also has nursery locations for children aged 0-4 yrs, dotted around Utrecht. For more information, please view the Kind & Co Ludens website.

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9. After School Activities

The school offers a variety of after-school activities. These activities start directly after the school day and are primarily aimed at primary students. Students who normally attend the BSO are taken there at the end of their activity. Activities at ISU are run over 2 terms from September until the end of February and from March until the end of June. Parents are invited to sign up their children via links in a school app message which is sent a few weeks before the start of activities.

Activities arranged by ISU

- Music individual and group private lessons
- Music ensembles (choir & orchestra)
- Home Language clubs
- Chess (Grades 1 - 5)
- Football (Grades 3 - 5)
- Photography (Grades 3 - 5)
- Drama (KG - Grade 1 & Grades 2 - 5)

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10. Complaints

The school aims to have an open culture of feedback wherein matters are addressed promptly, considering all relevant aspects. In accordance with the school values, ISU offers a multitude of ways to provide connection as a community such as coffee mornings, parent evenings, meet & greets, and Q&As. Through these opportunities, the school community can share queries and feedback to staff and the leadership team.

Types of Complaints

When further concerns or complaints arise from students, staff, parents or legal guardians, a number of additional steps can be taken, depending on the type of complaint. Possible complaint topics could include academic, pastoral, and other school-related concerns.

ISU Complaint Procedure

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 Head of Primary, Head of Secondary, Head of Logistics & Learning or Head of School. For more information, please view our Complaints Protocol.

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11. Confidential advisors

ISU has 2 contact persons, Sylvia van Nisius and Nicole Boerma, whom staff, students and parents can approach, if they have a complaint (e.g. bullying, inappropriate conduct or aggression). Ms van Nisius and Ms Boerma can direct staff, students and parents to the right person within our school to talk to. Staff, students and parents can also decide to contact Anton de Leeuw or Lilian Vermeulen, the external confidential advisors who work on behalf of NUOVO.

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

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12. Cover

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 will recruit 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 will recruit temporary teachers.

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13. Excursions & insurance

At ISU we organise a variety of age-appropriate out-of-school excursions, which promote students to make purposeful connections to the world outside the classrooms. These excursions may take place in Utrecht, but also further afield and are always linked to the curriculum.

Overnight trips

The school finds it important to facilitate our students in becoming true IB learners. 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. Parents pay for overnight camps and trips abroad and will be invoiced separately by Finance. The Senior Leadership Team is currently working on an Educational Visits Policy. As soon as this is finished and approved by the Participation Council it will be published on the School Documents page on the website.

Collective accident injury insurance

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.

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14. Lost 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.

Labelling items

We strongly recommend that you label all your child's items, so that they can easily be returned. You could for example use a special clothes sticker with your child's name on it. You could order these stickers via: Goedgemerkt.

Lost property

Lost property can be found in our lost property room off the Aula. Once every term, all lost property will be displayed in the Aula and parents are encouraged via the school app to retrieve their (child's) belongings. Items will be displayed for a week. All lost property still left at school after this week will be donated to charity. Smaller items, such as lost keys, jewellery and train passes etc. will be collected at the Welcome Desk. Parents and students can ask for their small lost items there.

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15. Mobile phones & devices

While there is no legal framework, the Dutch government strongly recommends that all schools implement a protocol that will limit the phone and device usage for students in education. As a school we support an environment that limits the personal use of digital devices during learning. This protocol refers to all personal devices including phones, tablets and smartwatches. It also includes laptops during break times. The school's curriculum includes teaching skills in digital literacy, online safety, and respectful relationships. Each subject has the power to promote this, but a lot will come via the well-being and digital citizenship curriculum.

Who does this apply to?

The mobile phone policy will cover all students from Primary (PYP) to Secondary (MYP and DP) in addition to teaching and support staff. Parents who are waiting in the school Aula and outside in front of the school or on the playground will also be asked to comply. It is important that staff and parents model preferred behaviour.

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16. Personal details

Changes of personal information throughout the year

The school must have an accurate data base containing personal, financial, medical and emergency details at all times. All families are therefore asked to inform the school of any changes to personal details as soon as possible. You can do so by sending an email to: info@isutrecht.nl.

Families new to the Netherlands

Please also provide the school with an update of the mobile numbers, home address and huisarts (GP) details. This can be sent to info@isutrecht.nl

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17. 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.

At ISU we are guided by the Privacy Statement of NUOVO, which can be found on the school documents page on our website.

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18. School app

The school communicates with families via an App. Please download the **ISUtrecht App** from the Apple or Google Play Store. All families will be uploaded to the App **on the day they join the school**.

ParentCom

New families will receive an automated email (in Dutch) from 'ParentCom' with a link to set their password on the day they join ISU. On the App, click on 'Messages' and then enter the email address on which you received the app password link. Add the newly created password. Please ensure you leave Notifications on. Please log into the App as soon as you receive the email and please check your Junk mailbox/SPAM if you have not received it by the end of the day you joined the school.

Check access

Do check that you have access to all communication and that you have your child(ren) linked by clicking on the 'Messages' block. There you should see current messages already on the App. At the top click on 'Personal information' where you should see your child(ren)'s name(s). Should you have problems with the App, contact Ms Liesl Little or Ms Ingrid Schmoutziguer via info@isutrecht.nl.

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19. School holidays

At ISU we follow the Dutch school holidays. There are strict guidelines for granting permission for extra leave outside the 12-week holiday period (please view the exceptional leave section). Throughout the school year there are a number of professional development days for staff. On these days the school is closed. Depending on their contract, students who normally go the after school care (BSO) could go to the BSO all day on study days. Should you have a question about this, please contact BSO provider Kindencoludens directly. (Contact information can be found in 8. childcare)

Holidays 2026-2027

First Day of Term: Wed 2 Sep 2026
Autumn Break: Sat 17 Oct – Sun 25 Oct 2026
Winter Break: From 13:00 on Thu 17 Dec 2026 - Mon 4 Jan 2027
Spring Break: Sat 20 Feb - Sun 28 Feb 2027
Easter: Fri 26 - Mon 29 Mar 2027
May Break: Sat 24 Apr - Sun 9 May 2027
Whitsun/Pinksteren: Mon 17 May 2027
Summer Holiday: The summer holiday starts at 11:30 on Tue 13 Jul until Tue 31 Aug 2027 (On Wed 14 & Thu 15 Jul we are moving to our new campus).

Professional development days staff

On these days there is no school for students.

Friday	16 October 2026
Tuesday	17 November 2026
Monday	4 January 2027
Wednesday	17 March 2027
Thursday	17 June 2027

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20. School hours

Primary

Primary students have 5 equal school days, Monday to Friday from 8:30 until 14:30.

School opens its doors at 08:00 each morning and primary students are supervised in the Aula and (weather permitting) on the primary playground until the bell rings at 08:20. KG students are picked up from the Aula/Playground by a Teaching Assistant. Older primary students make their own way to class.

Secondary

Secondary students have their lessons according to a timetable. We strive to finish most secondary classes at 15:30, however older students might occasionally finish at 16:45. As you can see a secondary school day might have up to 7 periods. (see table on the right)

Period 1	08:30-09:30
Period 2	09:30-10:30
Period 3	10:45-11:45
Period 4	11:45-12:45 OR 12:30-13:30
Period 5	13:30-14:30
Period 6	14:30-15:30
Period 7	15:45-16:45

Grades 6-7
lunch from 11:45 to 12:30, followed by Period 4 lessons from 12:30 to 13:30.

Grades 8–12
Period 4 lessons from 11:45 to 12:45, followed by lunch from 12:45 to 13:30.

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21. School Sportswear

ISU partners with MKH Business who produces our line of school sportswear and sweatshirts. All items can be purchased directly from the ISU webshop. The shop can also be accessed through the ISU Sportwear and hoodies page on our website.

Your purchases will be delivered to your home at a standard delivery rate. Please note that having a school sports shirt or hoodie is not compulsory.

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22. Positive Behaviour

ISU promotes high standards of behaviour in an atmosphere where all members of the community feel valued and safe. The school has high expectations of the students, staff and parents and actively promotes positive behaviour. To achieve our aim, we have a staff code of conduct. Secondary students follow the NUOVO Leerlingafspraken which are binding for all students at the 15 NUOVO secondary schools.

Student Charter

The primary student council worked together on a specific student charter for primary students. This resulted 'Do the ISU five' graphic which is displayed throughout primary.

The secondary student council and Grade 9 class representatives worked together creating a school specific student charter which has been added to the NUOVO Leerlingafspraken. The student charter was also made into a graphic 'Respect the five', which is displayed throughout secondary.

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23. Anti-bullying coordinator

At ISU we believe that 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. Should this be needed, Nicole Boerma is our anti-bullying coordinator. She can be reached via email: nicole.boerma@isutrecht.nl.

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24. Student representation

At ISU, students are represented in both a primary and a secondary student council. We run elections for both these student councils every year. In the weeks leading up to the elections, students are given the opportunity to promote themselves. Teachers guide and support students in bringing forward ideas and suggestions to the Head of School as well as organising fun events for their peers.

On a more formal level, 2 secondary students represent the student body in our schools Participation Council (in Dutch: Medezeggenschapsraad). The Head of School legally must ask the PC to provide consent or advice on matters such as school budget, formation plan, policies and protocols.

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25. Suspension & expulsion

At ISU, we highly value a positive and safe school environment. We follow the Student Code of Conduct set by NUOVO and are own student created primary and secondary student charters (see chapter 21). Students who do not adhere to these rules may face disciplinary actions. These can include educational measures, such as additional assignments or detention. However, severe misconduct will result in suspension or, in the most extreme cases, expulsion. Examples of severe misconduct include possession of weapons, theft, vandalism, violent behaviour, and drug use. ISU follows the Protocol Suspension and Expulsion of students set by NUOVO to guide these situations.

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ISU School Guide

September 2026

International
School
Utrecht

Governed by NUOVO Scholen and SPO Utrecht.