



Secondary Student Handbook 2025-26 (version 2024-2025)

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Introduction

Mission and Values

UWC makes education a force to unite people, nations and cultures for peace and a sustainable future.

UWC Maastricht, in The Netherlands, is one of the 18 UWC schools around the world. All of them are driven by nine values, in order for young people to flourish physically, intellectually, emotionally and ethically.

UWC believes that to achieve peace and a sustainable future, the values are crucial. As such, UWC is a values based community, not a rule based community. We aim to help students move towards recognising their position and responsibilities as individuals within a diverse community and to instill values and skills which will assist them in embodying the UWC mission. The UWC values are:

- International and intercultural understanding
- Mutual responsibility and respect
- A sense of idealism
- Celebration of difference
- Compassion and service
- Personal challenge
- Personal responsibility and integrity
- Respect for the environment
- Action and personal example

Timetable / Day in the Life

Period	Regular Start Time	Regular End Time	Early Release Day Start Time	Early Release Day End Time
1	08:10	09:05	08:10	08:50
2	09:10	10:05	08:50	09:25
Break	10:05	10:25		
3	10:25	11:20	09:25	10:00
4 (Lunch)	11:25	12:20	10:00	10:35
5 (Lunch)	12:20	13:15	10:35	11:10
6	13:20	14:15	11:10	11:45
7	14:20	15:15	11:45	12:20
Co-curricular Clubs / CAS	15:30	17:00		

Yearly Calendar / Important Dates

August 27, 2024	Year 13 residential students arrive on campus
August 29, 2024	Year 12 residential students arrive on campus
August 30, 2024	First day of term for all Year 12-13 students
September 2, 2024	Open afternoon for new Year 7-11 students and parents
September 3, 2024	First day of term for all Year 7-11 students
July 4, 2025	Last day of term for all students
July 4, 2025	Residence closes

For a complete overview of all dates (early release days, holidays etc), please check the iSAMS student/parent portal or check the college's [website](#).

School Building Access

The secondary school building opens at 07:45.

After school, students may participate in after-school activities, Music School, have meetings with teachers, attend academic learning support or use the library for quiet study. Students who are waiting to attend an after school activity or waiting for their parents to pick them up are expected to

wait either in the atrium or the library. Students who do not have any after school activities are expected to leave school grounds no later than 4pm.

The library is open only for Year 12-13 students until 1700 each weekday. During both weekday evenings and weekends, at the time that the school building is open, the library may remain open for residential students if there is at least one student supervisor.

On selected weekdays during the year (typically Wednesday and Thursday) there is a guard on campus (until approximately 20.30) to allow for CAS activities and Music School activities on campus in the evening.

Students should carry their school ID at all times so they can access the school building and their lockers.

Evening Events on Campus

Evening events on campus are opportunities to bring together different sections of our community and to connect and celebrate with them. Events on campus are for current UWC Maastricht students. Students wishing to organise an event should follow the steps outlined in the [Student-Led Initiatives section](#) of this handbook.

Visitors on Campus

Any visitors to the school, including parents, must report to reception. Reception will then contact the host. After the host confirms the visit, reception will issue a visitor's pass to the visitor or guest. The host should then come to reception and receive the guest/visitor. The host is responsible for the guest/visitor and must act as point of contact for the guest.

Although we greatly value being a welcoming community, please note that we cannot allow friends and family members of students to attend classes with them; it causes too much disruption to our classes.

Day Students in Residence

Day students are permitted in Mensa on weekdays until 1730 and are expected to clean up after themselves when departing. They are permitted in Mensa on weekdays until 2100 in the company of a residential student host. Day students may not eat dinner in Mensa unless this is part of a broader year group wide meal.

Year 12-13 day students are permitted on residential floors until 2100 on weekdays in the company of a residential student host. After 1900 the residential student host must inform the RM of the day student's presence on the floor

Day students are permitted on campus grounds (outside space, Mensa, floors) in the company of a residential student host on weekends between 1100 and 1900. After 1900 on Friday and Saturday night, any day student and their residential student host must report to the RM on Duty by contacting the duty phone. Day students must seek permission from the RMD to be on campus after 2100.

The residential student host will be held responsible for ensuring the day students are permitted to be on campus. Day students who fail to ensure they have permission to be on campus may be prohibited from accessing the residential space.

Eating on Campus / Mensa

Students may spend breaks in the Atrium, the Mensa or the courtyard on the campus. These are also the designated areas for eating snacks and lunch. In the case that there is an overload of students during break, those who are not eating should seek a different space. Year 7-11 students must remain on the school premises throughout the school day.

No eating is permitted in the library, classrooms or hallways (with the exception of the Humanities hallway). Students may use water bottles in the library and classrooms.

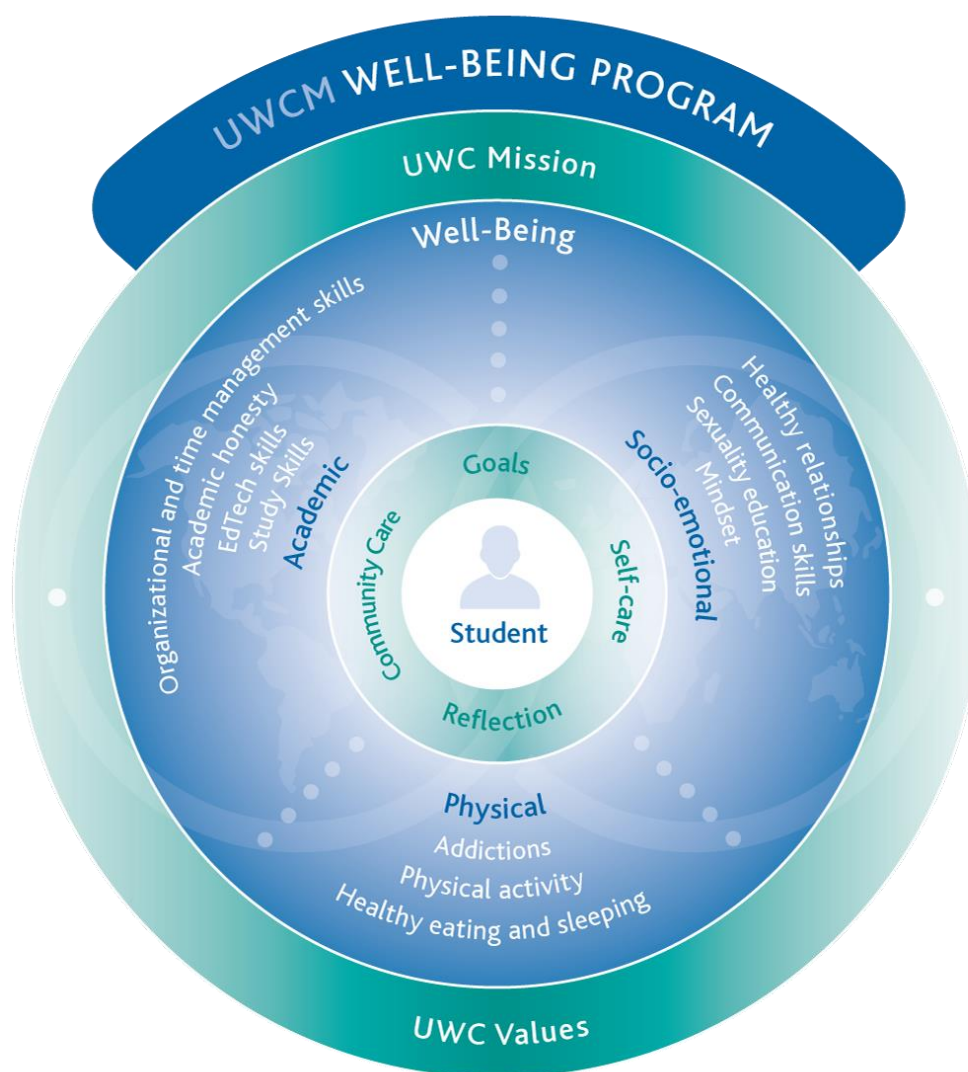
Students are encouraged to bring their own lunch and snacks to school. Students are able to buy 5 euro lunch tickets at the school reception to enjoy a lunch at Mensa. Please familiarize yourself with the [Mensa Instructions](#)

There are also vending machines in the Mensa and Atrium for students to purchase drinks and snacks.

Tutoring and the Well-being Curriculum

Each student in the secondary school has a tutor. The primary responsibility of the tutor is to promote and support student well-being. The tutor mentors a group of students for the duration of the academic year and acts as first point of contact and confidant for students, parents/guardians and RMs (Residence Mentors). Each tutor group meets twice/week with tutor time being used for a variety of activities such as year group assemblies, well-being lessons, and one-on-one meetings between tutor and tutee. In Years 12-13, the tutor also serves as the students CAS advisor in order to holistically support the student's learning.

The well-being curriculum is designed to provide students with the knowledge and skills they need to carry out the UWC mission and to allow them to live and work as part of a healthy, happy, connected, and balanced community which seeks to bring about positive social change. The program promotes and supports students' academic, socio-emotional and physical well-being throughout the secondary school and in the process encourages students to take care of themselves and others, while engaging in a continuous cycle of goal-setting and reflection.



Student Council

The purpose of the Student Council is to represent the students and advocate for their interests in order to promote student learning, engagement, and well-being. They serve as the representative body for the student community and liaise with staff, parents, and outside agencies. The Student Council will strive to listen, act and share.

Student Council is made up of at least three portfolios: Academics, Community Life, and Student Life. Additionally, there may be up to two Participation Council representatives. By law on participation, the elected student representatives on the Participation Council can also be students with no seating on the Student Council. The Academics representatives aim to promote student *learning*, the Community Life representatives aim to promote student *engagement*, the Participation Council representatives promote the students' *voice* on the Participation Council, and the Student Life representatives aim to promote student *well-being*.

The Student Council's legitimacy comes from a democratic election. All students have the right to vote. Year 7-11 elections occur in October, while Year 12-13 elections occur in January/February. Year 12 students who have been elected as floor representatives on the Residential Councils may not serve on the Year 12-13 Student Council.

Student Council members should conduct themselves in a manner consistent with the college's mission and values. Students may be removed from Student Council:

- a. by the unanimous vote of their peers on the Student Council
- b. by the Director of Secondary because of a significant breach of secondary or residential rules

In case a student is removed or leaves the school for any other reason, a by-election can be held to fill their seat.

The role and function of the Student Council is further detailed in the [Student Council Constitution](#).

Key People

Head of College	Viki Stiebert	v.stiebert@uwcmaastricht.nl
Director of Secondary	Kate Doyle	k.doyle@uwcmaastricht.nl
Management Assistant, Secondary	Melisa Tutundžić Candela Segovia	m.tutundzic@uwcmaastricht.nl c.segovia@uwcmaastricht.nl
Deputy Director of Secondary Academics	Sindhu Clark	s.clark@uwcmaastricht.nl
Deputy Director of Secondary Student Well-being	Ludo Roijen	l.roijen@uwcmaastricht.nl
Academic Coordinators MYP Coordinator CP Coordinator DP Coordinators	Jancey Clark (Y7-9) Gokce Dagdeviren (Y10-11) Nathan Hunt (Y12-13 CP) Chris Yeager (Y12 DP) Jack Borthwick (Year 13 DP)	j.clark@uwcmaastricht.nl g.dagdeviren@uwcmaastricht.nl n.hunt@uwcmaastricht.nl c.yeager@uwcmaastricht.nl j.borthwick@uwcmaastricht.nl
Heads of Year Head of Years 7-9 Head of Years 10-11 Heads of Years 12-13	Carla Pedrosa Katinka Mastboom Edward Omondi (Groups 1-13) Ebony Burnside (Groups 14-26)	c.pedrosa@uwcmaastricht.nl k.mstboom@uwcmaastricht.nl e.omondi@uwcmaastricht.nl e.burnside@uwcmaastricht.nl
Counsellors Learning Support Coordinator Learning Support	Mildred Rodrigues Majda Sehic Arturo Garcia Femke van Ommen Rachel Guzman	m.rodrigues@uwcmaastricht.nl m.sehic@uwcmaastricht.nl a.garcia@uwcmaastricht.nl f.vanommen@uwcmaastricht.nl r.guzman@uwcmaastricht.nl
Universities	Elena Borisova Tanushka Bali Erick Núñez Angelique Bergeron (assistant)	universities@uwcmaastricht.nl
Head of Community Engagement	Denise Verdonschot	d.verdonschot@uwcmaastricht.nl
School Nurse (for residential students)	Zakiya Allaoui	z.allaoui@uwcmaastricht.nl

Community Expectations

Philosophy, Mission and Values

At UWC Maastricht we want our students to care both for themselves as for others in our community. Our school is made up of students and staff from many different backgrounds with many different experiences in life.

All UWC Maastricht community members represent our school and its values, wherever they go, both on and off campus. In this light it is important students realize that life at UWC Maastricht is about recognising and taking responsibility: for their participation in the UWC Maastricht programme and experience and for their own development as well as the development of others.

We would like our students to build and maintain healthy relationships with others, whether they are people from within our school community or people and organisations one interacts with outside the school grounds (for example those organizations that provide us with service opportunities).

We want UWC Maastricht to be a safe, secure, healthy and respectful place where all members of the community abide by the UWC Code of Conduct, UWC values and the laws of The Netherlands, both in action and spirit. In this light, we hold students to a high standard in their behaviour, particularly with how it may impact the lives of others. Respect is key in all of this.

UWC Code of Conduct

The general expectations set on our students are expressed by the UWC Common Code of Conduct. At the heart of the UWC ethos is respect for self and others in all our actions and words in all circumstances, including online. This means that we must think about the common good and be able to rise above our individual desires and needs in order to create fully integrated communities. In short, our ideals require good-heartedness from all members of the UWC community and a recognition that cultural norms are diverse.

The common Code of Conduct is required to make expectations clear. Students who accept a position at a UWC school or college commit to the pursuit of a healthy lifestyle, one that avoids potential harm to self and to others.

Therefore, the following are not acceptable:

- Consumption, possession and/or distribution of
 - drugs for recreational or other non-medically prescribed purposes
 - tobacco, vaping and other related products
 - alcohol on school property and school sponsored activities
- Sexual activity in student rooms and any other shared or public spaces
- Violence of any kind including hazing, bullying, harassment or any other form of abuse
- Assault, including but not limited to verbal, physical and sexual
- Stealing or “borrowing without permission”

Each school or college will have clear expectations regarding:

- Attendance (at all classes and activities)
- Academic integrity
- Alcohol ‘off campus’

Individual UWC schools and colleges may have additional standards on these issues that reflect the laws, cultural norms and circumstances of the country in which they are located. The expectation is

that the UWC Common Code of Conduct will be followed both in action and spirit. Those who breach the Code may lose the right to remain in their UWC school or college.

Respect for Self and Others

Respect is the fundamental principle that guides all of our rules and expectations here at UWC Maastricht.

Respect and taking care of oneself includes showing integrity and being honest at all times, giving one's best effort in everything one does - and attempting to meet all commitments that have been taken on. Taking care of self fosters the chance of students to discover and reach their full potential - and successfully meet the challenges of our educational programmes.

Quality self-care means making healthy lifestyle choices:

- establishing healthy eating and drinking patterns
- maintaining a good balance between the time spend on- and off-screen
- implementing moments of exercise, but also relaxation, reflection and stress reduction on a daily basis
- getting enough sleep

Respect and taking care of others starts with the realization that without taking care of self, one can not take care of others. Here at UWC Maastricht we expect our students to:

- support others in any way possible. We are an inclusive school and believe every member of our community has value.
- not take anything that belongs to others without their permission. This is considered stealing, regardless of the value of the item.
- when in common spaces such as the Atrium or Mensa, be aware that performances and meetings may be going on so they should not be interrupted
- carry out the requests of teachers and staff members
- not use profanity (disrespectful or indecent words or expressions)

Respect for the Environment

To show respect for the environment on our school campus, we ask all students to:

- clean up after themselves and put in effort to keep our campus litter free.
- treat even the most common school object with care.
- represent the values of our school whether being inside or out of school.
- respect the wildlife on the moat, meaning not feeding the animals and keeping a distance, particularly from nesting birds and their young.
- keep away from the water's edge, because the water can be dirty, polluted and a risk to health if swallowed and may cause skin irritation.
- Collaborate in correctly separating waste within the school buildings and any shared indoor or outdoor spaces such as mensa, the playground, basketball/football court, gardens. Organic waste goes in the green bin, paper/cardboard in blue, plastic and tetra packs/juice cartons in orange and residual waste and metal in the gray bin. Batteries and electronic waste in the specially designated bins/containers. At school we also collect empty/faulty writing devices such as pens, markers, correction fluid and others for targeted recycling.

Discipline

Consequences

The college's staff will use a variety of consequences in order to promote positive student behaviour and an adherence to the college's rules and UWC Code of Conduct including, but not limited to: discussions, verbal warning, behaviour note in Managebac, restorative action, informal and formal contact with parent(s)/guardians and National Committees, suspension, and expulsion.

- **Restorative Action:** Action taken by the student that serves others in a manner relevant to the nature of their misbehaviour
- **Behaviour Note:** The note will include the incident time, behaviour type, incident details, next steps, and action date.
- **Detention:** Spending the whole of lunch in a room working on a reflective task and school work; three detentions will result in a one-day suspension
- **Informal Parent Contact:** Communication with parents via email or telephone
- **Formal Parent Contact:** Written letter communication with parents
- **Suspension:** The removal of a student from classes for a period of one to five days; the suspension may be served in school or at home depending on the circumstances
- **Expulsion:** The student will be compelled to permanently leave the college.

Discipline Table

The table below has been developed to help students understand what the *likely* consequences of their actions will be. Students who engage in misbehaviour on campus or at school sponsored activities are subjected to disciplinary action. As a school we will strive to be as consistent as possible, but we also recognize that individual context is important in determining the best course of action to help promote the student to live as their best self. The scope of school life consists of student action Monday to Friday from their arrival at school to their departure at the end of the school day, during CAS activities, and during school trips.

If consistent patterns of misbehaviour continue at one level or they are deemed to be so damaging / problematic they will be escalated to the next level. At each level, the staff involved at the next level will be informed of activity in the prior level.

MISBEHAVIOUR	STAFF INVOLVED	POSSIBLE CONSEQUENCES
Basic <ul style="list-style-type: none"> • Violation of Acceptable Use Policy • Disrespecting others • Disrespecting the environment 	Teacher / Tutor	<ul style="list-style-type: none"> • Discussion / verbal warning • Restorative action • Lunch detention • Community work • Informal parent contact • Behavioral note in ManageBac
Intermediate <ul style="list-style-type: none"> • Leaving campus without permission (Year 7-11) • Possession of tobacco • Theft • Anti-social behavior, bullying, harassment • Display of offensive/disrespectful images. • Dishonesty 	Head of Year	<ul style="list-style-type: none"> • Denial of extracurricular privileges • Confiscation of banned substances / items • Formal parent / National Committee contact • Suspension
Significant <ul style="list-style-type: none"> • Sexual activity • Use of tobacco • Consumption / possession / distribution of alcohol or marijuana • Sexual harassment • Assault or violence • Acts of vandalism. 	Director of Secondary / Deputy Director of Secondary / Designated Safeguarding Lead	<ul style="list-style-type: none"> • Communication of concerns to universities • Multi-day suspension • In case of vandalism potential repair costs might be charged.
Most Significant <ul style="list-style-type: none"> • Consumption / possession / distribution of hard drugs • Sexual misconduct 	Head of College	<ul style="list-style-type: none"> • Expulsion

Note: Academic honesty is also a form of misbehaviour which is addressed in accordance with the Academic Honesty Policy.

Definitions of Misbehaviours

Violation of Acceptable Use Policy

Acts include, but are not limited to, video games, all students using the phone during class or at break, or using a webcam in class without the teacher's permission.

Disrespecting others

Disrespect is complex given its links to culture. However, it is important to recognize that action which goes against the value of mutual respect is not acceptable. Examples of disrespectful behavior include: disrupting others in class who are trying to learn, the use of profanity, walking away from a teacher who is talking to them, passive-aggressive behaviour, insensitive use of humour, refusal to follow directions, and/or rude defiance.

Disrespecting the environment

Disrespect of the environment includes making a mess and not cleaning it up, and placing items in the wrong bins.

Leaving campus without permission (Year 7-11)

MYP students are expected to stay on campus during the school day, with the exception of Year 11 students who may leave campus during lunch times, starting after the May Break.

When a lesson is canceled due to a teacher being absent Year 11 students are still encouraged to use this time to study.

Possession of tobacco

Students are not permitted to have cigarettes, vaping instruments or lighters with them on school premises.

Theft

Theft is defined as being in possession of, passing on, or being responsible for removing someone else's property.

Anti-social Behavior, Bullying, Harassment

Anti-social behavior, bullying and harassment are acts which reflect a lack of respect for others and cause harm. Bullying is the repetitive and intentional hurting of one person by another, where the relationship involves an imbalance of power, while harassment is defined as behavior that annoys or upsets someone and is repetitive or habitual. Examples of this behaviour include deliberately excluding others, spreading malicious gossip, posting repeated hurtful comments online, and using racial, homophobic or transphobic language.

Dishonesty

Dishonesty is defined as any willfully delivered message that is untrue and/or omits specific information from a message with the intent to deceive. Examples may include, but are not limited to telling untruths, wrongful accusations, forged notes, and hiding. This includes issues of academic as well as social dishonesty.

Sexual activity

This consists of engaging in sexual acts on the school campus or on school trips.

Use of tobacco

Smoking cigarettes or vaping on the school's premises, within visible sight of the college or students moving

between the school building and Field 8.

Consumption / possession / distribution of alcohol or marijuana

The college does not tolerate the consumption, possession and/or distribution of alcohol or drugs on campus or during school activities. Students cannot be in an intoxicated state while on campus or during school-activities. Students are not permitted to possess marijuana paraphernalia.

Sexual harassment

In accordance with the college's Safeguarding policy, sexual harassment is defined as behaviour which presents unwelcome sexual advances, requests for sexual favours, and/or other verbal or physical conduct or other interactions of a sexual nature.

Assault or violence

Assault or violence may be physical or verbal in nature. Examples of physical assault may include, but are not limited to hitting, punching, kicking, hair pulling, scratching, choking and shoving (forceful enough to potentially knock someone over). Verbal assault is the act of forcefully criticizing, insulting, or denouncing another person in a manner which demonstrates anger and hostility.

Hazing is a form of violence which is defined as any action taken or any situation created intentionally that causes embarrassment, harassment or ridicule and risks emotional and/or physical harm to members of a group, regardless of the person's willingness to participate.

Vandalism

In the school context an act of vandalism is defined as deliberately damaging school property.

Consumption / possession / distribution of hard drugs

Hard drugs are defined as drugs such as MDMA, cocaine, truffles, or other similar drugs.

Sexual misconduct

As defined by the college's safeguarding policy, sexual misconduct is an umbrella term, including actions from the least severe engagement (inappropriate dialogue) to the most severe engagement (rape). The nature of the behaviour will determine if it is treated as a most significant form of behaviour or, instead, significant or intermediate.

Attendance and Level of Engagement

In alignment with Dutch law and regulation, we, here at UWC Maastricht, expect our students to attend all lessons, be fully engaged in their learning and participate in all aspects of school life. This includes attending specific subject lessons, tutor and life skills sessions, assemblies, services, activities, student forums, rota duties for residential students and any other activities considered integral to college life.

All student absences and latenesses are recorded, tracked and may appear on student reports. Students' attendance and level of engagement in combination with the active pursuit of the UWC mission and values, impact the progress they make, whether they can successfully advance to the next year level, and how the school supports university applications or other recommendations. If absent, students are still expected to complete all assignments to the best of their ability and submit them by the set deadlines.

Absence Procedures

If students are not able to attend school due to illness, the procedure described in the section [Illness Notification](#) needs to be followed.

As mentioned previously, if students are not able to attend school due to [other valid reasons](#), a [leave request](#) can be applied for.

If the absence procedures are not followed, each missed lesson will be counted as one unauthorised absence. Unauthorised absences impact not only an individual student's learning, but also the teachers' ability to plan and deliver instruction, and therefore other students in the class.

Accumulated Unauthorized Absences

According to Dutch law regarding school attendance, the school has to take action, when a student begins to accumulate unauthorised absences. The following table shows which actions are taken in response to a certain number of unauthorized absences.

Unexcused Absences

Number of Unexcused Absences (per academic year)	Action Taken
Absence immediately before or after a school holiday	Absences which extend a published school holiday – absence immediately before or after a break – without approved academic leave are reported to the government as luxury leave ¹ .
Each week	Management assistant runs and shares an absence report with all tutors (who monitor their tutees' attendance), Head of Years and RMs.
5 classes ²	Management assistant sends an email to all students who have reached the five absences mark, letting them know that a notification will be sent to the student, parent(s)/guardian, tutor, Head of Year, and RM the following week.
10 classes	Tutor has a conversation with the student and documents the conversation.
15 classes	Head of Year initiates meeting with student and tutor; develops an action plan for improved attendance which is shared with tutor, parent(s)/guardian, RM, and National Committee as part of a Letter of Concern
16 classes ³	Possibility of reporting to the compulsory education officer at DUO or the Maastricht Education Implementation Service.
30 classes	Mandatory morning check-ins for a two week period ⁴ Letter of Concern to parents and national committee (where relevant)
50 classes	Mandatory morning check-ins for the duration of the term Director of Secondary sends Director's Warning to parent(s)/guardian and National Committee

¹ The government may choose to levy a fine for each day skipped.

² At all points in the process, students have the ability to dispute any absences which have been recorded incorrectly or provide evidence which could get these expunged. In the first instance, these should be highlighted to the tutor, but can also be communicated via Absence Manager or Management Assistant to the HOYs for adjustment.

³ In accordance with Dutch law, if a student accumulates 16 student absences in a four-week period, they are reported to the compulsory education officer at DUO or the Maastricht Education Implementation Service. This can lead to consequences such as reporting to the Sociale Verzekeringsbank by the DUO, paying a fine, government-mandated community service (HALT), or imprisonment.

⁴ These morning check-ins must be followed consistently. Upon failure to meet a morning check-in, the period of mandatory check-ins will be extended by a week.

Excused Absences (Medical / Illness)

Number of Excused Absences (per academic year)	Action Taken
20 classes	Tutor has a conversation with the student and documents the conversation.
40 classes	Head of Year has a conversation with the student and parents
60 classes	Head of Year refers student to GGD doctor, after consultation with the truancy officer

Developing Punctuality

Punctuality is a virtue that leads to great achievements in life. A person who is punctual is reliable, accountable, respected by many others and he or she shows respect for the other person or people he/she is dealing with. Tardiness can negatively impact the progress you make and the connection and relationship you have with your teachers and peers.

- It is the responsibility of all students to ensure that they arrive at school and in time for each lesson, starting with period 1.
- All students are expected to be in class by the time the second bell goes. The teacher that is on duty has the right to mark a student as late if he/she is not in class by the time the bell sounds.
- With the support of Tutors and the Student Absence Registration Officer, the Heads of Year collate the names of all students that were tardy on a weekly basis. Depending on the amount of recorded lates, different interventions will take place:

Lateness

Number of Lates (per academic year)	Action Taken
4 classes	Tutor has a conversation with the student and documents the conversation.
8 classes	Head of Year initiates meeting with student and tutor; writes Letter of Concern to parent(s)/guardian and National Committee
12 classes	Absence Manager reports to the compulsory education officer at the Dienst Uitvoering Onderwijs (DUO)
18 classes	Head of Year writes Letter of Warning to parent(s)/guardian and National Committee
24 classes	Director of Secondary sends Director's Warning to parent(s)/guardian and National Committee; truancy officer meets with the student

Illness Notification

Student absence through sickness

If a student is absent through sickness, the following procedures need to be followed:

Sick before school	Sick during school day
Day students: Parents must complete the illness form which can be accessed via the iSAMS parent portal. If the period of illness is uncertain, parents should submit a new form for each day of absence.	Day students: If a student falls ill during the day, they may contact their parent(s) directly, but they must consult school reception. If a student must return home, reception will first contact their parent or guardian to ensure they know their child has fallen ill, if traveling home alone, the student must be fit enough to leave safely, or must be picked up by their parent from school. To ensure their safety and wellbeing, under no circumstances are Year 7-11 students who are not ill allowed to leave the school grounds without permission.
Residential students: Students must report to the school nurse between 0745 and 1000 in her office. The nurse will advise on treatment and whether attending classes is appropriate. If the student fails to report to the nurse, the absence is marked as unauthorized.	Residential students: If a student falls ill during the day, they should approach the school nurse who will advise on the appropriate action. If the nurse is not physically in the office, the student should try to contact her via Whatsapp before seeking their residence mentor followed by making contact with the duty phone.

Leave Requests

Attendance is recorded by teachers during every taught lesson of the school day. The school has a legal obligation to keep records of student attendance for and report to Dutch Education officers. Any persistent, unauthorised absences are a serious matter as they prevent students from reaching their full potential in their studies and development, and will be dealt with in accordance with Dutch law. Except for exceptional circumstances, or unless the leave is connected to the UWC mission and benefits your contribution to the community in some way, students are not allowed leave during term time. Leave preceding or following any break is [only granted under special circumstances](#) and will require supporting documentation.

Any anticipated full day of absence from classes needs to be requested **a minimum of two weeks in advance** by:

- Completing a leave request form with as much detail as possible.
 - Parents of **day students** must complete this request form on their child's behalf; this form is accessible only via the iSAMS parent portal.
 - **Residential students** may complete their own requests via the form on ss.uwcmaastricht.nl and will also need to request residential leave if the absence requires an overnight stay off campus. Any overnight stay in a location that is neither a registered host family nor connected to an outdoor expedition requires the written permission of your parent or guardian in addition to the completion of the Residence Leave form.
- Attaching supporting evidence for the request.

Note: Cheaper flights or lack of a direct flight is not a valid reason for absence.

In order to be eligible for approved absence from class to attend official external activities, such as MUN conferences or as part of the organizing team planning our internal conferences, a student must be a student in good standing, both academically and in terms of attendance to class and community activities.

Dress Code

Even though our dress code is rather casual, to foster international and intercultural understanding and to show our respect for others, we ask everyone to choose clothing that is suitable for a school environment. This means that our clothing is weather-appropriate, allows for safe participation in all lessons and activities (e.g. in laboratories or other special classrooms like those for Design Technology, the arts and PHE) and is not too revealing.

Examples of specific aspects of clothing that all should keep in mind:

- Proper clothing can keep you safe not only in class but also outside class. For example, hats and long sleeves protect from harmful ultraviolet radiation when you are outdoors.
- Shoes must be appropriate and safe for all activities in school. For example: flip flops are not safe when working in a laboratory; DT, PHE and sports activities in the gym require specific shoes and clothing.
- No underwear should be visible.
- No foul or offensive language or slogans should be displayed.

Heads of Year reserve the right to clarify these rules as needed.

Digital Devices

All students (Year 7-Year 13) are strongly encouraged not to bring their mobile phones and or smart watches to school. Should students bring their mobile phone or smartwatch to school they are expected to store their cell phone or smartwatch in their locker or bag, the device needs to be in silent mode or switched off.

General guidelines

- Students should not use their mobile phones or smart watches during lesson time and break times (including lunch), unless a teacher has given permission to make use of the digital device for educational purposes.
- Students should not use their mobile phones or smart watches in the library, which is a place where learning is expected to take place.
- All students using their own laptops or the school computers in the library should be working on school assignments.
- Should a student need to contact parents the student needs to go to reception who will get in contact with the parents.

Possible consequences for not respecting the guidelines:

- In case a student uses the mobile phone or smart watch without the permission of a member of staff, the member of staff may request the student to place the device in the locker, bag or in the phone box, which is placed in every classroom.
- In case the student refuses to put the mobile phone or smart watch in the locker, bag or phone box the member of staff may confiscate the device and place it in the digital device

box in the Deputy Director's office. Each mobile phone or smartwatch will be labeled with the student's name and tutor group.

- The student may collect the mobile phone or smart watch at the end of the lesson day (3.15 pm).
- In case a student persistently refuses to follow the guidelines and/or instructions from a member of staff, a behavioral note will be added to ManageBac behavioral notes. This behavioral note will be shared with the relevant Head of Year and the student's parents. The disciplinary table as included in the Student Handbook will be followed.

Exceptional circumstances/ procedure for exceptional circumstances

- Students who need to use their mobile phone or smart watch for medical reasons and/or specific educational needs are allowed to use their mobile phone or smart watch without permission from a member of staff.
- Parents and/ or students do need to request permission from the Head of Year. The Head of Year will inform staff about which students are allowed to use their mobile phone or smart watch in class for medical reasons and/or specific educational needs.

Responsible Laptop and School Computer Use

All students using their own laptops or the school computers in the library should be working on school assignments.

Responsible Use of Educational Games

The school recognizes the potential value of educational games that are designed to help students learn more about certain subjects, expand concepts, reinforce development, understand a historical event or culture, or assist them in learning a skill as they play. Within this context, the school supports the use and playing of educational games, preferably during lesson time and supervised by a teacher.

Responsible use of educational games also means that

- games with content which is counter to the school's mission, values and regulations - such as games that are violent, single-shooter or rated adults-only - are not permitted.
- online games are blocked at school from 08:00 to 17:00.
- gaming in the library is not allowed at all.

To find out more about the use of digital devices at our school, please refer to the school's [Acceptable Use Policy](#).

Academics

Secondary students at UWC Maastricht follow the International Baccalaureate [Middle Years Programme](#) (MYP) and [Diploma Programme](#) (DP) or [Career-related Programme](#) (CP) over the course of seven years. More detailed information about the school's academic programme can be found in the Academic Handbooks (available in the iSAMS portals).

The mission and values of the UWC movement align well with the mission statement of the International Baccalaureate. Both UWC and IB encourage students to become active, compassionate and lifelong learners who celebrate differences and are respectful of different ideas and perspectives.

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The IB programme aims to develop learners who are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

Middle Years Programme Model

At the heart of the Middle Years Programme (as well as the Diploma Programme) is the previously mentioned IB Learner Profile. Surrounding the Learner Profile are the supporting elements of the MYP programme including the key elements of a concept-based and contextual curriculum, core elements of the programme, subject groups, and the goal of international-mindedness connecting all these components.

- process factual knowledge at a deeper intellectual level as they related the facts to concepts and essential conceptual understandings.
- create personal relevance, as students relate new knowledge to prior knowledge, and promote understanding of cultures and environments across global contexts through the transfer of knowledge
- bring their personal intellect to the study as they use a key concept to personally focus on the unit topic in order to increase motivation for learning
- increase fluency with language as students use factual information to explain and support their deeper conceptual understanding
- achieve higher levels of critical, creative and conceptual thinking as students analyse complex global challenges, such as climate change, international conflicts and the global economy, and create greater subject depth through the study of discipline-specific related concepts.

More information about the implementation of the MYP at UWC Maastricht can be found in the UWC Maastricht MYP Academic Handbook.

Diploma Programme Model

The IBDP is a two-year programme for students aged 16-19 that culminates in an exam session after which successful students receive the IB Diploma, an internationally recognized high school diploma. At its core, the DP has much in common with the MYP, but as it caters to older students, allows for greater student agency in the selection of a course package and for more depth of study as it requires focus on only six main subjects. Students must also participate in the CAS programme, which promotes balance through community service, physical activity and creative/skill growth, write a 4000-word research paper on a topic of their choice (Extended Essay), and complete a Theory of Knowledge course which introduces them to philosophical theories.

More information about the implementation of the DP at UWC Maastricht can be found in the UWC Maastricht DP Academic Handbook.

Careers-related Programme Model

The IBCP is a two-year programme for students aged 16-19 that blends academic learning with more career-related studies. Like the IB Diploma it is an internationally recognized high school qualification. In the CP, students at UWCM pursue a career-related study in Sustainable Business, in combination with a choice of two to three DP courses. They also engage in a reflective project, service learning and language development, alongside the development of personal and professional skills. More information about the CP at UWC Maastricht can be found in the UWC Maastricht CP Academic Handbook.

School Materials, Years 7-11

Books

School textbooks are provided to students on loan and remain the property of the school. These books should be kept in good condition; loss or damage must be paid for. Writing in textbooks and resource books is not allowed. Certain “workbooks” are exempted from this rule and teachers will inform students when this is the case. Parents pay a book deposit (600€) and if books are not returned at the end of the year or when students leave, the cost of missing books will be deducted from the deposit before it is returned. Students doing English (B) LA and Dutch (B) LA must have a dictionary with them at all times (mother tongue - English/Dutch).

Subject Specific Material/Equipment

Foreign Languages

Students in some forms may be asked to purchase foreign language magazines for class work and private reading at home.

Mathematics

Students must have a 30 cm ruler, a protractor, a compass and a calculator. Mathematics department recommends that Year 7-11 students get a TI Nspire Non CAS calculator if they will be staying on for Years 12-13.

Physical and Health Education, Years 7-11

Students that need to be excused from PHE need to bring a signed parental note. If students wish to be excused for more than a week, a doctor's note is required. All notes should be handed to the school's reception. If students have a chronic complaint which prevents them from doing PHE altogether, a doctor's note is required. Such a doctor's note must be renewed each school year.

Students should wear the following sports clothing to their PHE classes:

1. clean indoor sports shoes (mark proof / no All-stars or skate shoes)
2. a white t-shirt
3. dark-blue or black sports shorts or training pants

Students are also expected to:

- take off all jewelry (necklaces, bracelets and earrings).
- take off watches, caps, beanies.
- tie back long hair for safety reasons.
- have pen and paper in their PHE kit.
- have their PHE kit with them even when ill.
- bring a note from the doctor when they are ill and not able to participate in the lessons.
- change (quietly) during the 10 minutes time before and at the end of each lesson.
- wait outside (in the hallway, in front of the caretakers' office) until the teacher arrives there, also when the lesson is scheduled to take place at the Geusselt Sports Hall.
- walk with their class and arrive on time at the Geusselt Sports Hall. Students that arrive late at the Geusselt Sports Hall need to ring a doorbell next to the locked door.
- make sure that they do not leave any personal belongings in the gym. We strongly recommend students to leave their valuables either at home or store them in their locker.

School materials, Years 12-13

All Careers-related and Diploma students are expected to maintain a paper or online calendar to track their school assignments and obligations. We recommend that students download Google Calendar to their personal devices as it integrates with Google Classroom, which is used by all teaching and learning groups, and will sync deadlines automatically. Students will each need different materials depending on their chosen subject packages, and this information will be shared with students by the subject teachers upon the start of classes each year.

Reporting

The school runs three reporting sessions per year: Winter, Spring and Summer. Reports are staggered between Year 7-11, Year 12 and Year 13. Reports are available on Managebac to students, parents, and (if applicable) national committees. If a student is 18, they have the right to limit the sharing of their report cards; to request the information not be shared with others, the student should write to their Academic Coordinator.

Transition Criteria

Each year each student's academic progress is closely monitored by their tutor and relevant Academic Coordinator and Head of Year to ensure early intervention and communication with families. At the end of the year, a decision is made about each student's ability to progress from one year level to the next; this takes into account the student's learning needs, and all decisions are made in the best interest of the student, considering the particulars of their individual situation, learning styles and proficiencies.

Any student who does not meet the criteria outlined will have all relevant circumstances considered before a decision is made on the next steps.

The school's notification procedures and details about the transition criteria are outlined in the UWC Maastricht Academic Handbooks.

Graduation Requirements

Students who successfully complete Year 13 at UWC Maastricht and have four years of high school study on record are eligible for both the UWC Maastricht Diploma and the IB Diploma (upon successful completion of the IB requirements).

UWC Maastricht High School Diploma

The UWC Maastricht High School Diploma is intended as a graduation certificate that all students may access and achieve whatever academic route or programme they are following, either the full IBDP package, IBDP Certificates, or IBCP route. For information regarding the diploma, see either the UWC Maastricht DP or CP Academic Handbook.

Assessment

In all secondary IB programmes, assessment criteria are used in each subject area to determine a student's performance. The criteria use numbers to indicate a description of a student's performance in the task they are assessing. Understanding of the assessment criteria is, therefore, essential to

academic success and so teachers will introduce these for their subjects, and students should always feel free to ask teachers for advice about how to develop their learning.

Final grades for each subject are awarded on a 1-7 scale. The only exception is with Theory of Knowledge, which is marked on a A-E scale.

For more details on the assessment details for each course, please consult the UWC Maastricht Academic Handbooks.

Experiential Education

Service as Action, Years 7-11

A strong commitment to meaningful service is one of the things that distinguishes UWC schools and colleges from other schools. Improving the environment, exploring diversity by working with students who are differently abled from them, determining needs in the school or local community, planning and implementing sustainability projects or awareness-raising campaigns: we encourage our students to make a positive change to the lives of others and to the environment.

CAS, Years 12-13

Full commitment to the CAS programme is central to a student's successful completion of the IB and to the UWC mission and values. At UWC Maastricht, we consider participation, engagement and initiative in activities equally as valuable as the time and energy put into academics. CAS provides an important counterbalance to the academic pressures of the Diploma and Career-related Programmes. A good CAS programme should be challenging and enjoyable. It should also be a journey of self-discovery which allows students to develop personal and interpersonal skills. Each student's starting point for CAS is different, but all CAS activities have the potential to provide profound, life-changing experiences.

The three components of CAS often overlap in activities. Individually they are characterized as follows:

- Creativity: exploring and extending ideas leading to an original or interpretive product or performance
- Activity: physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the programme
- Service: collaborative and reciprocal engagement with the community in response to an authentic need

Students are encouraged to take initiative and lead activities, and advisors (the personal tutors) guide them through the CAS Programme. The team in the Community Engagement office and our partners in various organizations, monitor and evaluate students participation and commitment, sharing and reporting progress to other stakeholders if applicable.

CP students are only formally required to take part in the Service component of CAS; however, all are encouraged to join other CAS activities to take advantage of many exciting opportunities at UWC Maastricht.

CAS Project

As the Year 12 students undertake the YSE course, this counts as their CAS project. This covers at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. At UWC Maastricht this CAS project addresses the strand Service of CAS and can be with the two orders. Students use the CAS stages (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project. The CAS project is a IB requirement.

Project Week

"To venture causes anxiety, but not to venture is to lose one's self.... And to venture in the highest is precisely to be conscious of one's self." — Søren Kierkegaard

Project Week is an essential part of the UWC education which gives all students the chance to test their skills and knowledge outside the classroom. Project Weeks have a long tradition in the UWC context and are known to be challenging and enriching experiences. They are a unique opportunity for personal development and for spreading the UWC mission and values outside the UWC community. At UWC Maastricht, we have three optional project weeks.

All Year 12-13 students are encouraged to organize an optional project week during study breaks (October, Carnival and May). This Project Week can count as their CAS Project. These optional project weeks can focus on service as well as creativity, action and exploration in general. Optional project weeks are restricted to a 1,000 km travel radius and need to make use of eco-friendly transport. These projects are normally organized and completed by groups of 4 to 8 students and last a minimum of 4 days.

Student Led Initiatives

The tradition of Student-Led Initiatives (SLIs) is a huge part of the UWC Maastricht experience and has been incredibly successful. SLIs are initiatives created, organized and led by students. Some examples are conferences, festivals, cultural events, spectrum week or musical performances. These events are aimed for the whole-school community. Each year students are encouraged to come up with refreshing and creative ideas.

As these are student-led initiatives, students are the ones that have to make them happen; however, the SLI coordinator guides and supports as much as possible.

All SLI teams need to fill in the SLI Proposal at the end of each academic year. There are set proposal procedures for Year 10-13 students to follow in April/May of each year which will place events on the calendar the following year. If students come up with new ideas during the year, they can fill out the same proposal form, but implementing it might need extra attention based on the already existing events. The SLI can also count as the CAS Project.

The main contact person is the Student-Led Initiatives Coordinator. The SLI Coordinator is not involved in the coordination of or implementation of residential-only events.

Being part of a SLI team benefits students in the following ways:

- They receive proper workshop and training materials to organize an event
- The SLI coordinator is always there as a supervisor unless discussed differently
- Recommendation letters are provided if necessary for the Universities Department
- The SLI teams have access to a budget
- The SLI team members can request this experience to be added to their CAS programme if it shows commitment for a longer period of time

Welcome Week

The Welcome Week programme at UWC Maastricht takes place at the start of each academic year, and is a time for students to engage in team building, expectation and goal setting, and service activities with the community. This is the time when most students are introduced to their personal tutor and the other members of their tutor “family,” as well as the many staff members who will support them during the year.

Outdoor Education Experience

Outdoor Education provides students with opportunities to challenge themselves, learn through new experiences, interact with others in the UWC Maastricht community, and experience the beautiful nature/surroundings of the region and beyond.

Year 9 and 11 students will take part in an outdoor educational experience as part of their transition into Year 10 and Year 12 respectively.

Year 10-11 and 12-13 students have the opportunity to develop teamwork and skills through the Bronze, Silver and Gold levels of the Duke of Edinburgh International Award scheme. The International Bronze Award is mandatory for all Year 10 students. Students can be involved in various outdoor activities and build the culture of outdoor learning at UWC Maastricht.

Youth Social Entrepreneurship - Year 12

Youth Social Entrepreneurship (YSE) is a compulsory enrichment programme for all Year 12 students. During YSE students are immersed in an intensive training that will provide them with the tools to

- analyse community needs in Maastricht and abroad
- innovate and find solutions to these problems
- design projects to tackle those challenges sustainably while engaging the community
- pitch ideas effectively
- develop a budget
- strategise and create a fundraising plan
- create and manage a team
- evaluate the impact

The course includes participatory sessions, fieldtrip, guest speakers, research and specific workshops, as students develop their communication, problem-solving, teamwork and resource management skills.

The YSE project counts as the IB CAS project and is therefore compulsory for all students in Year 12.

As Young Social Entrepreneurs with the values and life skills of global citizens, students become active leaders and agents of change, first in Maastricht and then in the world.

Event Proposals

Students wishing to create an event on campus are encouraged to read the [procedures](#) and fill out the [Student Event form](#) at least three weeks prior to the event. This form will be received by the Student-Led Initiative Coordinator. If the proposed event is less than three weeks away, students should speak directly with the Head of Community Engagement. Applications submitted for events to be held with less than three weeks of planning time will still be considered, but a shorter planning time does make it more difficult to ensure a well-planned event.

Learning Systems

The BYOD (Bring Your Own Device) program

The BYOD program means that all students in secondary school are expected to have a laptop or tablet at school with them, charged and ready to use within the guidelines of [the UWC Maastricht Acceptable Use Policy](#). Note: a cell phone does not count as an educational device.

Students are expected to bring a Windows or Mac laptop to school, which meets the following minimum system requirements:

Windows:

Intel Core i5 / AMD Ryzen 5 CPU or better

8GB RAM or more

13-inch screen or larger

120GB storage or larger

Mac:

Intel Core i5 / Apple M1 CPU or better

8GB RAM or more

13-inch screen or larger

120GB storage or larger

Further information about the BYOD programme can be found on the iSAMS Parent Portal.

Microsoft Teams

Microsoft Teams is the school's learning platform, and a virtual learning spaces for all classes. All assignments, announcements and deadlines are communicated via this platform, and deadlines will sync to each student's calendar. Because of the interactive nature of the platform, students are able to submit assignments, message with their teachers, and receive feedback all in one space. Teachers and tutors are responsible for teaching students how to use the features effectively.

ManageBac

ManageBac is the school's curriculum platform, and is where students will submit most of their summative assessments. At all levels, students are able to see upcoming deadlines and final marks and comments assigned for these; many teachers will also use the annotation function in order to provide feedback within the platform. At the Year 7-11 level, students and parents are able to see complete unit plans for each of their subjects, as well.

At the Year 12-13 level, students are also expected to use MB for all CAS reflections and to record all core programme progress (Theory of Knowledge and Extended Essay for DP students and the Language Portfolio and Reflective Project for CP). Additionally, final coursework and Internal Assessments must be sent to ManageBac before this work can be uploaded to the IB, so that the documents can be run through the integrated plagiarism software.

iSAMS

iSAMS is the school's administrative portal, and is primarily used by students and parents to check attendance and get access to sensitive information or forms which we do not publish publicly on the main website (ex. absence reporting forms). Apps for this platform are available for students and parents, but for access to more detailed reporting, especially re: attendance, we recommend the use of the desktop app.

Beyond UWC Maastricht

Universities

UWC Maastricht university counsellors guide and assist students through the university application process. The UWC Programme is an academically challenging and balanced programme of education that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities.

At UWC Maastricht we help students make informed decisions about their university and scholarship opportunities through exposure to school-wide events, year and small-group information sessions, individual meetings and library resources. We prepare and send supporting materials to institutions throughout the final year of high school. Year 12-13 students and their parents are welcome to email us with questions or to set up an appointment for a meeting to discuss individual needs.

UWC Maastricht administers the Cambridge Assessment tests for competitive UK applications and is an official [SAT](#) test centre. We do not offer any preparatory training for the ACT, SAT reasoning and subject tests. Our high school CEEB code is 759463.

Each year we host university admissions representatives from around the world to meet with our students. The city of Maastricht is easily accessible by train or car from international airports in Brussels (2hrs), Amsterdam (2hrs 30min), Cologne (2hrs) and Düsseldorf (2hrs 30min). Our campus is a 20-minute walk and a 6-minute taxi ride (approx. 10 EUR) from the main train station.

For more information regarding standardised testing or to schedule a visit to UWC Maastricht, please contact e.borisova@uwcmaastricht.nl or universities@uwcmaastricht.nl.

Alumni

Since May 2012, over 1500 students have graduated from UWC Maastricht. Although we are still a very young UWC with a small group of alumni, these young “ambassadors” of UWC Maastricht are already engaged in extraordinary projects back home or in their new countries of residence. Moreover, they regularly return to UWC Maastricht to support events such as the Outroduction.

UWC Maastricht Alumni Platform

Our alumni continue to be part of a growing community of change-makers who aim to improve situations and opportunities for others, increasing the positive impact of their UWC education by reaching out and interacting with others.

All UWCM Y12 and Y13 students are encouraged to register at www.uwcmaastrichtconnect.com selecting the option “student” and using their private email address to connect with all the UWCM alumni.

Advancement

The Advancement team is responsible for Communications, (Alumni-) Engagement and Fundraising at UWC Maastricht. The team consists of 4 people: Nadine (Communication Officer), Iva (Alumni Engagement Officer), Charlotte (Fundraising Officer) and Sandra (Director of Advancement).

Donations are very important to our school to further strengthen the diversity of our student body. The Advancement team continuously engages with foundations, companies, philanthropists, alumni and other private individuals to raise funds with the main focus on scholarships.

If you have any questions, if you would like to talk to us about contributing to our school or if you would like to receive more information, do not hesitate to contact us via advancement@uwcmaastricht.nl or just come by our office.