



# **Elckerlyc International School Guide**

**2011-2012**

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## **Chapter 1 - The School**

### **1.0 Introduction**

The objective of this School Guide is to describe our school, the nature of the education we offer, our philosophy, what parents can expect and many other details.

A few main points are:

- a description of the education we offer
- the students' care
- what parents may expect and what is expected from parents
- the quality of our education

In the school guide some of the facts presented are valid for the current school year: e.g. holiday schedule and composition of the staff.

The school guide will be updated annually and will be available to all parents.



### **1.1. Name**

The name Elckerlyc, an old Dutch word meaning 'every man' appeared in the title of a medieval play, written in the second half of the 15th century:

"Den Spyeghel der Salicheyt van **Elckerlyc**"

Petrus Dorlandus (1454-1507)

### **1.2. Governance: Montessori Zuid Holland (M.Z.H.)**

Most international parents would consider a school like Elckerlyc a private school. This is not the same as private schools in the U.K., the U.S.A. or any other country. All Dutch primary schools are either directly placed under the authority of the government (Openbaar Onderwijs = Public Education) or indirectly with a Board as the intermediary between school(s) and authorities. These schools are called 'Bijzondere Scholen' in Dutch and are either based on religion (Protestant, Catholic, Jewish or Islamic) or on an educational philosophy (Rudolf Steiner, Montessori, etc.)

#### **The governing authority of private schools**

The competent authority of private schools is an administrative body governed by private law. There are three types of school board or competent authority: associations, ***foundations*** and church bodies, a foundation being the most common. MZH is such a foundation. As a condition of funding from the public purse, the law lays down that private educational establishments must be maintained by a legal body with full legal competence, whose aim is to provide education, without any profit-making motive.

## ***Elckerlyc International School – The Netherlands***

The number of members that make up the competent authority or school board differs from school to school, and a competent authority can be responsible for more than one school, as our Board is. Members usually include parents and other representatives of the local community, including in some cases the local churches, who are elected on the strength of their expertise and/or influence.



### **The Board of our school**

Elckerlyc Basisschool has been since 1 August 2002 part of the foundation: Montessori Onderwijs Zuid-Holland (MZH). This Board governs 5 Montessori schools and the Elckerlyc International School (EIS). These five schools and the Elckerlyc International School wanted to combine their administration but at the same time maintain the character of the individual schools as much as possible. The board consists of one delegate from each school (+ one representative from EIS) and two independent members. The most important task for the board is to oversee the proper running of the schools: educationally, administratively and financially. A board manager has been appointed to support the board as well as the directors. The school director is the chief executive officer and is responsible for the policies and continuity of his/her school. He/she is the speaking partner for parents, students and others concerned with the school.

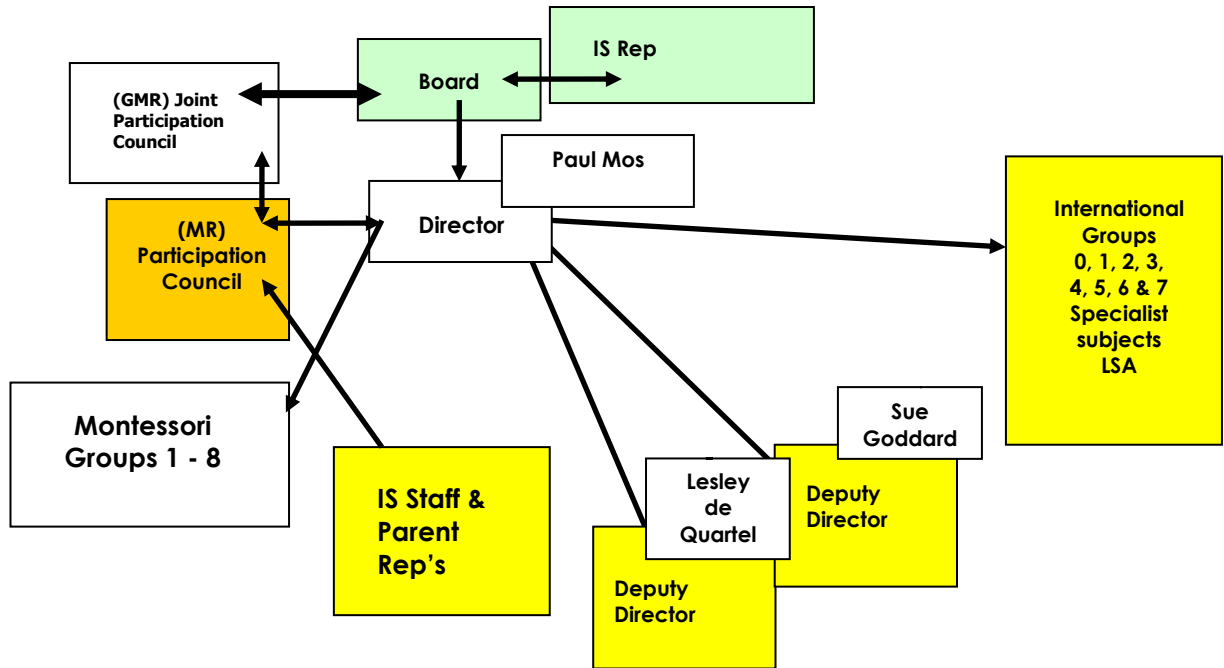
### **1.3 Internationally Oriented Education (IOE)**

The Netherlands is one of the few countries in the world which offer government-funded educational facilities to meet the needs of an ever-growing expatriate community. At present there are ten Dutch primary schools with international departments, organised in DIPS (Dutch International Primary Schools). At the same time there are nine Dutch secondary schools with international departments, organised in DISS (Dutch International Secondary Schools). The DIPS group meets every three months and items such as educational law, curriculum, facilities, finances, etc. are discussed. The Boards of both organisations meet twice a year to discuss matters of mutual interest. The International Oriented Education (both primary and secondary) which the government provides has three main objectives:

- To provide a system of education for the children of internationally mobile families taking up temporary residency in The Netherlands. The DIPS facilitate the continuation of their education in the English language and at a standard comparable to any school anywhere in the world.
- To acclimatize returning Dutch nationals to the Dutch educational system and allow them to continue their education in English.
- To assist in the transition to education in the English language of the children of Dutch nationals who are destined for overseas assignments.

IOE is offered in special departments affiliated with eleven regular Dutch schools for primary education and ten schools for secondary education, spread throughout the Netherlands.

### 1.4 Organisational Structure of the school



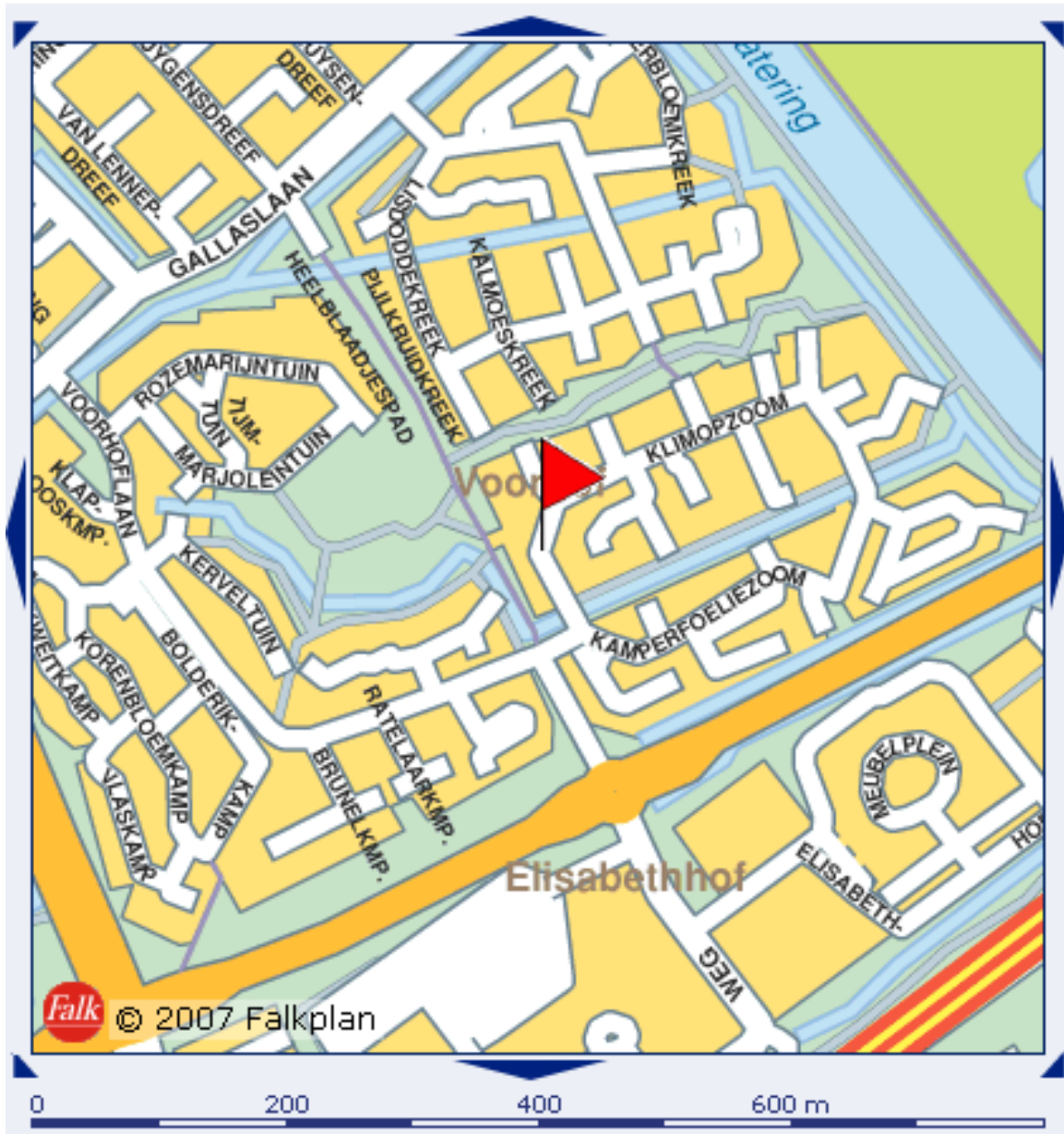
### 1.5 Organisation of the school

The International Department has approx. 145 pupils, divided into 8 groups. As well as group teachers there are several educational support and/or specialist staff members, e.g. Special Needs, English as an Additional Language, Dutch as an Additional Language, Learning support assistants and Administrators.

The Dutch Department consists of approx. 140 pupils, divided over 5 groups. Besides the classroom staff, there are several staff members available for additional educational support.

### **1.6 Location of the school**

The school is located at Klimopzoom 41, 2353 RE Leiderdorp



## **Chapter 2 - Our Philosophy**

### **2.1 Vision, mission, goals, aims, legal objectives and school related objectives**

#### **Vision**

Elckerlyc International School - will attract and retain students, families, teachers and personnel because of its quest for excellence in education, the supportive community and environment, the broad curriculum and a reputation for preparing all students for success in all phases of their future education.

#### **Mission**

The school is committed to providing its students with an English language education in a supportive, academically stimulating and multicultural environment. We strive to fulfil the individual potential of each student in a supportive and challenging learning environment, fostering a love of learning, thus preparing him or her for a responsible role in the world.

#### **Aims**

We aim to:

- build a school community based on fair, understanding and caring relationships.
- provide an enriching, stimulating, happy and safe environment.
- encourage students to engage in open enquiry, creativity, decision-making and independence of thought.
- create an environment that develops knowledge and respect for different cultures and beliefs.
- inspire tolerance, cooperation, self-discipline and confidence with high standards of behaviour and respect for all members of the school community.
- ensure students have equal access to the curriculum and other learning opportunities.
- foster a partnership between home and school.
- prepare our students for the next stage of their life.

#### **Legal objectives**

- To create the possibility of continuous development of a child, throughout primary education
- To address social-emotional development, as well as stimulating creativity and establishing knowledge of social, cultural and physical abilities
- To commit to the diversity of a multi-cultural environment and to learn to respect each other's heritage

### **2.2 The School Environment**

The school environment focuses on the all-round development of the growing child, addressing social, physical, emotional and cultural needs and academic welfare.

**Chapter 3 - The Education**

**3.1 The organisation of the school**

The school is organised in a way which will meet the requirements as stated in our philosophy and goals. From our international perspective and very transitional community we have chosen a single-age classroom setting. Nevertheless, since we also commit ourselves to continuous development, a pupil might be placed in an alternative class after an initial evaluation period or an alternative educational placement recommended.

Group 0	3-4 years	a child should be 3 by 1 <sup>st</sup> October of that year
Group 1	4-5 years	a child should be 4 by 1 <sup>st</sup> October of that year
Group 2	5-6 years	a child should be 5 by 1 <sup>st</sup> October of that year
Group 3	6-7 years	a child should be 6 by 1 <sup>st</sup> October of that year
Group 4	7-8 years	a child should be 7 by 1 <sup>st</sup> October of that year
Group 5	8-9 years	a child should be 8 by 1 <sup>st</sup> October of that year
Group 6	9-10 years	a child should be 9 by 1 <sup>st</sup> October of that year
Group 7	10-11 years	a child should be 10 by 1 <sup>st</sup> October of that year

**3.2 Staff (August 2011)**

<b>DIRECTOR</b> Elckerlyc Montessori Basisschool & Elckerlyc International School	Paul Mos Email: <a href="mailto:mtt1@casema.nl">mtt1@casema.nl</a>
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Staff (Groups 0-3)

<b>Group 0</b>	Sally Johns	Angie Muir
	Ali Butler	

<b>Group 1</b>	Lesley de Quartel (M,T,F)	
	Mairi Gillepie (W,Th)	

<b>Group 2</b>	Inez du Preez (T,W,Th,)	
	Sue Goddard (M,F am)	

<b>Group 3</b>	Winnie Krens-Ingolo (M,Tu,W,Th,F,)	
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<b>Learning and Reading Support Assistant</b>	Kay Lennon (M – F)
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**Elckerlyc International School – The Netherlands**

Staff (Groups 4-7)

<b>Group 4</b>	Sharon Habesch (M, T, F)
	Sue Goddard (W, Th)
<b>Group 5</b>	Donna Knopper (M, T, F)
	Colleen Cropp (W, Th, F)
<b>Group 6</b>	Jackie Finch (M - F)
<b>Group 7</b>	Christina Louwman (M - Th)
	Nira Satguru (Fr am)
	Sue Goddard (Fr pm)
<b>Learning Support</b>	Clare Gilbert Clare Harris

<b>DEPUTY DIRECTOR</b>  (available for appointments on Tue/Wed/Thur 9.00 – 12.00)	<b>Sue Goddard</b> Email: <a href="mailto:sgoddard@elckerlyc.net">sgoddard@elckerlyc.net</a> <b>Lesley de Quartel</b> Email: <a href="mailto:lwaddell@elckerlyc.net">lwaddell@elckerlyc.net</a>
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Specialist Staff

<b>DUTCH AS AN ADDITIONAL LANGUAGE (DAL)</b>
Margo Hoogenboom (M,T,W,Th)
Lidewijde Hoogenboom (M)

<b>LANGUAGE DEVELOPMENT SUPPORT (LDS)</b>
Helen Vince (T, Th)
Kerry Lockyer (M, T, Th)
<i>Intensive Courses</i>   Kerry Lockyer, Helen Vince

<b>SPECIAL EDUCATIONAL NEEDS (IB)</b>
Fiona de Bruin (M,Th)

<b>CURRICULUM ENRICHMENT - LIT/NUM</b>
Ann Cable (M)

<b>PHYSICAL EDUCATION</b>
Ginnie Severien (T,Th,F)

<b>MUSIC</b>
Nellie Rekveld (M, T, F)

<b>ADMINISTRATION</b>
Danielle Geel (M, W, Th)
Pat Veldkamp (M, Tu, F)

<b>CONCIERGE/CARETAKER</b>
Darren Hillyer (mornings only; see notice on his door)

### **3.3 Educational Programmes**

#### **General**

Students are assigned to classes primarily on the basis of age. However, factors such as previous records, measured aptitude and achievement, physical and emotional development and other relevant details are also considered. Parental preferences will also be considered, but the final decision rests with the Director. A four-week trial period in the class to which the student is assigned is mandatory.

#### **Group 0**

Group 0 offers a sound educational programme that will cater for your child's educational needs and prepare them for their first year of formal schooling. The Group 0 programme at EIS is designed and implemented by trained pre-school specialists. Children can start in Group 0 after their 3<sup>rd</sup> birthday. Please see the Group 0 prospectus for more information.

#### **Group 1**

Recognising that four year olds have different developmental needs, the Group 1 programme offers an extension of the Group 0 programme (based on the British National Curriculum Foundation Stage Framework) and will further develop social interaction, pre-reading, literacy, fine motor skills and number readiness. They will also have Physical Education, Music and Dutch with specialist teachers.

#### **Group 2-7**

**Language and literary skills** are taught using materials and resources based on the British National Curriculum Literacy Framework. Equal emphasis is placed on reading, writing, speaking and listening activities. Reading is taught through a synthetic phonics, whole word and sentence approach. Language development is also an integral part of topic work. The students will learn and appreciate the effective use of language as a valuable life skill building on the richness of their own cultural experiences.

**Mathematics** at Elckerlyc follows the British National Curriculum Numeracy Framework. Traditionally mathematics was very much a numerical process but the emphasis now is placed on the practical aspects of the subject and the understanding

of the concepts taught. It is important that children can investigate and test ideas, solve problems and apply the concepts they have learnt, especially in everyday practical situations. This does not undermine the importance of children being able to work quickly with numbers and they are expected to learn addition and subtraction bonds and multiplication tables with emphasis on mental calculations. It is related to other school subjects and to the children's everyday experiences. Teaching methods include whole class instruction, team work, co-operative learning groups and partner investigations.

In the course of the year the concepts of measurement, shape, fractions, time, money and number operations are taught. Assessment is on-going and evaluates what the students know and what thought processes they use.

**Information and Communications Technology** is used across the whole school to complement and reinforce the IPC curriculum with a PC available in every room. Children are provided with the opportunity to develop and apply technology capabilities in ICT. They are taught to use a range of ICT equipment and software confidently and purposefully to communicate and handle information.

### **3.4 Specialist and additional subjects**

#### ***Music***

At Elckerlyc children have weekly music lessons from a specialist music teacher, which encourage the appreciation and enjoyment of music through listening, singing, dancing and playing percussion instruments. The children are encouraged to listen to music of different kinds and to see and understand how patterns can be used to represent the sounds they hear. Performance includes singing and creating music and children often have the opportunity to use these skills in assemblies and melody productions and concerts.

#### ***Physical Education***

In physical education, children learn about healthy lifestyles and performing a range of movement activities. Children have opportunities to participate in gymnastics, athletics, ball games and dance. Emphasis is placed on the social aspects such as team work, fair play, etc. Gym lessons are delivered by specialist gym teaching staff within the school building and at local gym facilities.

#### ***Library Skills***

There is a Library period once a week when the library assistants introduce the children to library procedures and help them to appreciate the library, as well as exposing them to children's literature through a variety of activities.

#### ***Field Trips***

Field Trips are organised regularly to complement our curriculum. These trips are organised during school hours, under the supervision of teachers and volunteers. Approved school transport is used. Parents are welcome to come along to help supervise the students where appropriate. Group 6 & 7 participate in a three-day camp in September.

### **3.5 DAL (Dutch as an Additional Language)**

#### ***Dutch (DAL)***

The teaching of our Host country language is an important part of Elckerlyc International School. The aim is to teach the Dutch language to foreign students and increase the knowledge and skills of Dutch speaking students.

As soon as students have a reasonable command of the English language they will enter the Dutch programme. This will vary individually as some students will acquire a language at a faster pace than others. The school will make these decisions in close deliberations between class teachers and the teachers of Dutch and English as an Additional Language.

In groups 0-3 Dutch is taught twice a week, lessons include every day vocabulary and are animated by songs, nursery rhymes, stories, films and games.

In groups 4-7 Dutch courses are designed to encourage and enable our students to progress from the beginning levels of comprehension to near native fluency in order for them to communicate more freely within their host community. Dutch is taught twice a week.

Elckerlyc offers a continuous progress programme for the beginner through to the advanced level student. Students are grouped in similar ability groupings (from group 4). All groupings are sufficiently flexible to allow the children to advance to a more challenging class or change to a class which would better meet his/her needs. As the students progress they acquire not only a facility in oral expression but proficiency in reading and writing Dutch. The Dutch department makes use of the host country's resources, cultural and environmental points of interest. The school library houses a collection of Dutch books. Students are strongly encouraged to interact with the Dutch community, to foster an international understanding and to practice their Dutch. All of our DAL staff are native speakers of Dutch.

### **3.6 Language Development Support (LDS)**

The School provides support for all non-English mother-tongue students, until they have reached a general level of attainment in English in their respective classes.

Students whose mother-tongue is not English will be assessed by the Language Development Support Department during their first week of school. A student may leave the support Programme if, in the opinion of relevant staff, he or she has reached the general level of the class with agreed criteria.

### **3.7 Special Needs**

A child may be referred to the Special Needs Department at any time if the teachers believe that a student has any special learning or behavioural needs. The referral will be discussed by the Director and/or the Deputy Director, Special Education Teacher (IB), the student's teacher(s) at any time. Further screening tests or action may then be recommended.

If this initial screening and discussion suggests that a more detailed analysis would be valuable, a meeting is scheduled with the child's parents and where appropriate additional professionals such as an Educational Psychologist. At that time full testing by an outside professional may be requested. The fee for these tests is paid by the parents. The results of the tests are then discussed with all involved with the education of the child and an action plan or Individual Educational Plan (IEP) developed.

When a student has a diagnosed learning difficulty, the School will try and meet the needs of that child. After consultation with the student's parents, the School schedules special support sessions, on an individual or small group basis. Where the needs of the child are no longer able to be met within the school alternative solutions will be recommended and implemented.

### **3.8 Modified Programme**

In order to achieve success, some students may require programme modification. The purpose of a modified programme is to teach directly to the student's needs while providing the help and support necessary to facilitate his or her educational development. The child may:

- a) work at his or her own pace;
- b) be expected to complete assignments, including homework, with specific modifications;
- c) use special books or materials to meet his or her needs;
- d) leave the class at times to work with a specialist support teacher.

### **3.9 Religious and Socio-Political Instruction**

The School respects the beliefs of any organised denomination that conforms to the laws of The Netherlands. However, instruction of the virtues of a particular religion, group, sect, faith, creed, persuasion, denomination, cult, communion, church, political party or socio-political group may not be introduced into the School by any individual or group of individuals.

No student is required to participate in any activity contrary to the stated ideology of his/her religion.

Concepts related to the above may be discussed as a part of the curriculum, in which case, the facts as known will be presented. While working with students, teachers will remain neutral on such issues.

### **3.10 Use of additional staffing**

By means of the compulsory tuition fees the International Department is able to keep their pupil – teacher ratio below the average pupil - teacher ratio, seen in Dutch schools (20/24 against 28/32). Besides the classroom composition we also use these funds for employing specialist staff, Special Needs Education, LDS and DAL, funding educational resources from abroad, as well as the annual camp, class excursions and paying for the supervision of students during lunch time. In regular Dutch Schools, these facilities are under normal circumstances not available, unless the average number of students per group is raised. In the case of new provisions by the Dutch Ministry of Education, the International School benefits pro rata as does the whole Elckerlyc School.

## **Chapter 4 – The Students**

### **4.1 When entering the school – admission to the school**

An interview with the deputy director and a visit to the school may always be made (Wed/Thurs) after receiving full information either via a prospectus or the web site. A new pupil is initially placed according to age, whereby the school takes the cut-off date October 1<sup>st</sup> into consideration when he/she is entering at the beginning of the school year. When entering during a school year the new pupil preferably makes an initial visit to the location and the classroom, to meet the teacher and his/her peer students. The first 4 weeks are regarded as an assessment period. Class placement may be recommended and changed after teacher/parent consultation.

### **Student records from other schools**

The School requires student records from the applicant's previous school, in English, before any student is accepted. These records include reports, transcripts, results of standardised tests and any reports by a counsellor or psychologist. The School reserves the right to contact the applicant's previous school prior to acceptance.

### **4.2 Student development/Reports & Conferences**

Everyone in education agrees with the following: every child is unique - every child has its own personality - every child has its own disposition - every child has its own ability - every child has its own tempo.

This therefore indicates that the school will need to pay individual attention to every individual pupil. During a school year the progress of this individual child needs to be reported. Parent-Teacher (Report) conferences will be held twice, in November and in April. During these conferences the progress and results of any curriculum assessments of your child will be discussed. There are also two written reports. A written report will be issued in November. The second one will be issued in June at the end of the school year or when the pupil leaves the school during the year. The pupil needs to have attended school for at least 3 months before he/she receives an official report. No report will be issued where there are outstanding school fees.

### **4.3 Support/Special Needs Education**

#### **Individual Educational Plans**

To accommodate the educational requirements of every individual pupil, we:

- 1) organise the education in such a way that a pupil can develop continuously as an individual but also as a member of a group.
- 2) let the pupil explore his/her own talents.
- 3) identify when a pupil is experiencing difficulties in his/her learning process and undertake action to support the pupil in his/her development.
- 4) diagnose and monitor children whose needs fall outside the range of mainstream education.
- 5) develop Individual Educational Plans (IEP) tailored to the pupil's needs.
- 6) provide support for teachers via co-teaching, in-service training, information about resources.
- 7) inform and support parents.
- 8) identify children whose needs fall outside the provisions of our school and refer them to other professionals or educational settings.
- 9) advise parents of special needs pupils when leaving the school and advise the following school, if known.

#### **4.4 Speech Therapy**

Tineke van Driel and Barbera van 't Hoff (*Speech and Language Specialists*)

##### **What does the speech therapist do?**

The speech therapist helps remedy disorders in the field of mouth functions, breathing, voice, speech, language and hearing. This support can be in the form of treating the disorder, but also initiating an investigation, giving advice and information and guiding the family/guardians of the child and the parents/teachers of the child.

##### **Do I have to pay for Speech therapy?**

The cost of speech therapy treatment, prescribed by your doctor or specialist, will be reimbursed by most health insurance companies. All students in Group 2 will be screened by our speech therapist. Parents who would not like their child to be screened can contact the class teacher.

#### **4.5 Student Monitoring System**

Through the use of standardised tests we compare our students' performance with that of a norm group to determine if the results are above, below or around the average for that group. We also make sure that progress is made from one year to the next by keeping a cumulative record of group and individual test results.

Standardised tests and curriculum-based assessment methods should complement each other. The use of criterion-referenced tests and curriculum-based assessment will be maintained as a way to monitor whether the objectives included in the curriculum have been achieved.

##### **Specific arrangements and educational resources**

The IS has a Special Needs Teacher (IB) and specialist support teachers. Besides the expertise present at school, the Special Needs Dept. has direct contact with a number of specialist facilities available in the local area – e.g. Permanente Commissie Leerlingenzorg (PCL) and Onderwijs Adviesdienst.

#### **4.6 What can the school doctor and the GGD do?**

##### **What does the GGD do for you and your child?**

The GGD and the department youth health care (JGZ) can support you and your child's school to keep track of the health and development of your child. The team consists of a paediatrician, a social nurse and an assistant JGZ.

##### **Preventive health checks**

The GGD examines your child a number of times during its school career.

At the first check in Group two special attention is given to the growth, weight, the hearing, the vision and the general development of your child.

In Group seven a check takes place. In the second year of secondary education a further health check takes place.

Further information on these check-ups is available from the GGD team of the school.

Discussions regarding the physical development of your child will also take place with the teacher. Some health problems can influence the pace of progress at school. One could think of problems with sight, problems with motor skills, but also emotional problems. In order to decide the right treatment the youth doctor consults with the

teacher. During that consultation those items discussed with you (and important for school) will be discussed. On the form which you fill in before the check-up takes place your permission is requested for that discussion.

Children who need extra care receive this from the department JGZ if the parents request this.

If a youth doctor finds a small health problem he can propose checking this regularly or discussing the result of the recommendations after some time.

You can yourself make an appointment if you have questions concerning the weight, the development or the behaviour of your child. If your child becomes sick or if there are sudden complaints it is best to contact your general practitioner directly.

### **Vaccinations**

In the year in which your child reaches 9 years of age you will receive an invitation for the last vaccinations of the 'Rijksvaccinatieprogramma' (DTP and BMR).

### **A healthy school life**

The department JGZ supports your child's school with the health policy of the complete school. They make recommendations to the school concerning security, hygiene, contagious diseases, etc. The GGD supports the school with health projects, lends material to schools, sometimes organises parent evenings and courses for teachers or parents.

### **Research data**

Your child's data is carefully kept in a file. Thus it is possible to follow the weight and development of your child. These data fall under the Dutch Privacy Laws. If you wish to read this regulation, you should enquire at the GGD.

### **Further information?**

The JGZ-team consists of a youth doctor, an assistant JGZ and a social nurse.

The youth doctor and assistant are in on Monday and Tuesday from 8.30 - 17.00 on phone number (071) 5424651 at the Hoogmadeseweg 70 c, Leiderdorp. At other times the answering machine is switched on and you will be called back as soon as possible.

## **4.7 Progress to Secondary Education**

It is up to you, the parents, to decide what will be the most suitable form of secondary education for your children once they finish group 7.

For those planning to continue their secondary education in The Netherlands, it may be helpful to know that the IS serves as a preparatory school for the Rijnlands Lyceum in nearby Oegstgeest. Rijnlands is an international school offering education for students aged 11/12 to 16/17 as well as an additional, two-year course leading to the International Baccalaureate ([www.isrlo.nl](http://www.isrlo.nl)). The education received at Elckerlyc is designed to prepare children to continue an uninterrupted learning programme by meeting the educational level requirements of the British, the American and the international education systems, regardless of the chosen secondary school. The Rijnlands Lyceum will organise an information evening around January for all interested parents from Elckerlyc (group 6/7). Group 7 students will spend a full morning at the Rijnlands to meet their future teacher in the summer term.

It is also possible to continue secondary education at other schools: ISH (the International School of The Hague), the British School in The Netherlands,

Voorschoten, or the American School of The Hague (ASH) in Wassenaar. If you would like any advice on any other schools in The Netherlands or abroad, you can contact the director of Elckerlyc.

Naturally, the staff at Elckerlyc will offer advice to parents and provide copies of reports, references and any additional information another school may require.

#### **4.8 Educational Reports (when leaving)**

If you are leaving the country and need specific documentation for the new school, please contact the school office. We request that you give the school office and our teachers ample time in order to collect the information needed.

#### **4.9 After-school activities**

Any after-school activities organised at our school will be published in a separate brochure. If you have not yet received a brochure, please contact the school office.

#### **4.10 Extra-curricular Activities**

##### **School trips**

In connection with the curriculum, groups may visit a location to extend their knowledge and experience, e.g. a museum, a windmill, a fire station, a theatre - or music performance, the zoo or a factory.

Throughout the year, small field trips may be organised for the children's educational interests. Parents will be invited to attend field trips, as supervision needs to be very thorough when the children leave the school grounds. As part of school policy, a risk assessment is done in advance of any trip. Permission letters will be sent out to parents, and these will need to be signed and returned to the teacher before any child is allowed to participate in a field trip.

##### **Annual School camp/Annual School trip**

Groups 6 and 7 have a 3 day / 2 night school camp. All other groups (groups 1, 2, 3, 4 & 5) have an organised outing.

##### **Sport**

During the year our school (International as well as Montessori School) will be involved in all kinds of sports activities like: football, chess, korfbal, table tennis, hockey, etc. Teams are usually mixed.

#### **4.11 Student Safety**

Every effort will be made to provide for the safety of students through rules and regulations, staff supervision, planning and evaluation. The Director is responsible for ensuring that the school premises are safe. This will include the regular inspection of sports equipment and outdoor recreational equipment. Safe practices are taught in those areas of instruction which could be hazardous, e.g., physical education.

The IS has two qualified Emergency Coordinators: Sue Goddard and Ali Butler. Please feel free to contact them with questions/queries relating to student safety.

## **Injury**

When accidents or serious illnesses occur at the School, the Director will be called at once. If a student needs to be taken to hospital, his or her parents or guardian will be called immediately, notified of the situation, and asked to take care of the child unless the emergency is so great that urgent action must be taken. In the latter case, the Director will choose the hospital and send the student immediately. If the student cannot be moved without special care, a doctor and/or ambulance will be called.

## **Student Possession of Medication**

Students should not be in possession of any kind of medication in school or on field trips, without the knowledge of the group teacher or the teacher responsible for the activity or trip (this includes medication for minor complaints, such as headaches). All medication should *first* be given to the teacher with precise written instructions from the student's parent/guardian. Medication will only be administered by the member of staff where they feel confident to do so. Parents may be asked to come into school to administer the medication to their child themselves. In some cases, after mutual agreement between the parent/guardian and the teacher, the medication may be handed over to the student to keep in his/her own possession to be administered by him/herself.

## **Infectious Diseases**

Many infectious diseases begin with symptoms such as runny eyes and nose, earache, and temperature. It is at these early stages that these diseases are most contagious. Parents are requested to keep their child at home if he/she is suffering from any of the above symptoms, and to let the School know immediately if any infectious disease is diagnosed by their doctor, especially if the child is suffering from German measles (Rubella).

Information outlining common infectious diseases and their symptoms can be obtained via the website. Parents who have returned from a region of the world with an identified health threatening epidemic and whose children present symptoms of the illness are asked to advise the school immediately.

## **Absence Owing to Illness**

The following are guidelines for absenting a student from school due to illness:

- Temperature of 99.6F or 37.5C or above;
- Nausea, vomiting or severe abdominal pain;
- Marked drowsiness;
- Acute cold, sore throat, persistent cough;
- Red, inflamed or discharging eyes;
- Acute skin rashes or eruptions;
- Suspected scabies or impetigo;
- Swollen glands around jaws, ears or neck;
- Earache;
- Any weeping skin lesions unless protected and diagnosed as non-infectious;
- Head lice;
- Other symptoms suggestive of acute illness.

Parents are encouraged to use these guidelines at home in judging whether or not to send their child to school. When a child is taken ill at school, parents/guardians will be contacted to collect their child from school.

When keeping a child at home due to illness, parents should follow the Absence Procedure outlined in this handbook. (See section 9.10)

## **Chapter 5 - The Staff**

### **5.1 Substitutions – medical indication, compensation days, and leave**

The IS has a short list of qualified teachers who are available to substitute when regular staff members are on sick leave. If there are no substitutes available, the school management will consider internal solutions, e.g. dividing students among different groups; thereby avoiding having to send students home. Where no alternatives are appropriate children will be asked to stay or return home.

All employed full-time staff members are entitled to take a certain number of days leave per school year according to labour regulations imposed by the Dutch government. An assigned qualified teacher replaces the staff member on these scheduled days. Also under labour regulations, a staff member may request (a) day(s) of leave for a specific reason. If granted, the position will be covered by a qualified supply teacher.

### **5.2 Educational Assistant**

At this moment the IS employs one full time learning assistant. The supporting tasks she performs are specially designated to the groups 1/2/3. Other learning support assistants are employed to support specific students or groups within the IS.

### **5.3 Student Teacher Trainees & Educational Assistant Trainees**

Occasionally a student from the PABO (Dutch Teacher Training College) or from a foreign Teacher Training College applies to carry out his/her required school practice training in our school. If a suitable place is available we accept the student. Their assignments are generally of an educational nature. The group teacher and school management are responsible for the satisfactory functioning of the student. We will consider placement especially if the student has a multi-cultural background and a sufficient knowledge of the English language.

### **5.4 Professional Development of Staff**

Professional Development is an important element of staff management and development. The importance lies in the relation between maintaining and improving the quality of our staff and the high quality education the school strives towards. Often staff request or are required to improve/renew their knowledge and/or skills. Therefore staff are required to attend conferences, courses, study days, lectures and read papers/magazines/books. There are a variety of opportunities, e.g. in general teaching or specific (special needs, other language education, and computer/ICT) areas. Every year a plan is designed to promote and establish this.

This year we will be focusing on:

- IPC - both at school or elsewhere
- Specific special needs
- Changes and developments to the literacy/numeracy strategy
- Quality controls across the school

## **Chapter 6 - The Parents**

### **6.1 The importance of involvement, support and commitment**

The school is not an isolated community. Parents, staff and school management together take responsibility for the quality of their school. It is in the interests of the child that the home and school environment relate to each other in a supportive manner. The involvement of parents can improve the quality at school. Parents may contribute by practical assistance and support, by taking part in evaluations or by offering their expertise.

Every parent has the right to be heard and is valued. Parent participation is an important element of school life.

### **6.2 Participation**

Parent support is highly appreciated at many levels:

- in reading activities
- group projects / research
- library activities
- group parent representatives
- logistic assistance (car, bicycle)
- sports activities
- parties / social events
- specific expertise

### **6.3 Class Representatives and Welcoming Committee**

Class representatives are parents who volunteer to assist their child's class teacher with class activities. Class representatives are a vital source of assistance to the class teacher.

Assistance can include:

- organising volunteers for reading and maths groups
- preparing rosters for reading and maths groups
- acting as an informal contact for new parents
- helping organise class displays

A meeting of class representatives is held at the beginning of each year to clarify the role and discuss issues such as confidentiality and school routines.

### **The Welcoming Committee**

Elckerlyc Internatinal School has a Welcoming Committee with a general purpose of providing assistance and ongoing support for new families on three levels: at the "enquiry" stage and/or before moving to The Netherlands, on the first day and on an ongoing basis until the new family has well and truly settled in. See the website for contacts.

### **6.4 Communication**

A high level of communication between parents and the school is developed and maintained through a number of channels, including:

- A regular newsletter and email updates.
- A school website.
- This handbook.
- A welcome evening for parents of new students.

## ***Elckerlyc International School – The Netherlands***

- Curriculum information evenings for all parents early in the Autumn term.
- Parent-teacher conferences scheduled during the Autumn and Spring Terms, during which the progress of each student is discussed on an individual basis with each teacher.
- Appointments: when necessary, parents and/or teachers may make appointments to discuss a student's progress.

### **Supplying information to divorced parents**

The school has the duty to inform both parents of their child's performance. The parent who is not charged with legal custody also has the right to be informed. Only in exceptional circumstances will deviations be considered. As the law does not prescribe which information should be shared, our school policy will be used as the guide line.

The school, to maintain its neutral position, will inform both parents equally.

For reasons mentioned above the address of both parents will be included in the school's administration system in order to facilitate the provision of information. If relevant your cooperation regarding accurate address information is requested.

Provided we have the address information for both parents they will be informed by the school about:

- School Guide, School Newsletter,
- Parent Teacher Interviews (and be entitled to an interview for each parent if desired),
- Information Evenings,
- School results, testing results, reports,
- Information regarding school trips, advice regarding secondary education,
- Registration into the Student Support Programme or application for Special Education.

Details concerning any restrictions on the provision of information to either parent must be provided to the management in writing.

### **6.5 Emergency Calls**

Situations may arise in which we have to contact parents immediately. It is the responsibility of the parents that the school has several telephone numbers where the parents can be reached in the day-time (Emergency form). Please ensure you keep the school informed of any change to contact details.

### **6.6 Medezeggenschapsraad Raad (MR)**

The Medezeggenschapsraad (MR) is the only body of parents and staff which has an official status. School management and the Board of Governors (comprising of elected representatives) have to consult/inform the MR when making decisions which affect the school. The MR is also the body that is able to bring issues of any nature before the school management and/or board of governors and request an answer or solution. It is therefore bound by a legal framework and has its own constitution. Parents should contact an MR representative if they have any issue or concern to raise. Parents may also request time to speak and personally address an issue at the monthly meetings. These contacts should be limited to issues of general concern. Personal matters should be addressed to teachers, area coordinators, Director and Board.

In our school, which consists of approximately 160 Dutch and 130 International Department pupils, we have a right to 4 parent representatives as well as 4 staff members. This is divided into 2 parent representatives and 2 staff members for the Dutch Department and 2 parent representatives and 2 staff members for the International Department.

The MR communicates with its constituency, the parents, by means of the IS Newsletters and the Bulletin Board. Copies of the approved minutes of public MR meetings are available on request from the administration office .

### **6.7 Midday Supervision**

Supervision of children at lunch time is organised by parents and guardians. The school is successfully running a rota of parents upon whose goodwill we rely, for which they receive a small fee. If you are able to help between 11:45 and 13:00 for one or more days per week, please contact the school office. (For additional information see section 9.34)

### **6.8 Consultations with Teachers**

Teachers may be consulted briefly before or after school but not during lesson times. We actively encourage parents to make appointments at any stage of the year to discuss queries or concerns as they arise. There are two formal occasions each year to discuss in depth your child's progress and future targets for development. You will be invited by letter to discuss your child's progress in October/November and March/April. In addition your child (Groups 4 – 7) has a homework diary in which short, non-confidential notes can be exchanged between home and school.

### **6.9 Complaint procedure**

In our school all individuals are respected, both in religion and belief. Cultural differences are valued. (See chapter 2) The freedom of opinion of everyone, parent, pupil or staff, is recognised. Based on this statement, anyone who has a complaint should be able to come forward and express his/her concern. A number of protocols are in place to protect the rights and point out the obligations of parents and pupils.

When parents express a concern or make a complaint they contact the group teacher first. The teacher will accept the complaint and undertake the following procedures:

- personally solve the issue
- involve a third party (Mrs. Lesley de Quartel or Mrs. Sue Goddard) to find a satisfactory solution
- pass the issue to the director.

Parents may also directly contact the director to discuss and deal with their complaint, if this does not involve the teaching situation. The above-mentioned procedures will also apply in these cases. If necessary, arrangements and agreements are documented. In the above-mentioned documents/protocols, the procedures are described when a complaint/concern/question cannot be solved satisfactorily at school level. Nevertheless it is our belief that issues which address the daily school routine should be solved by the parties directly involved.

In certain issues, e.g. sexual intimidation, the party with the complaint, may want/need to contact one of the official school confidentiality representatives (confidential counsellor). Please contact management to receive their phone numbers.

## **6.10 Parental Financial Contributions**

A child is registered with the School upon receipt of a completed application form accompanied by a non-refundable registration fee of € 200 (covering administrative costs, testing, etc.).

The application does not guarantee that there will be a place for the child or that an available place will be offered. Where a class is full the child will be placed on the waiting list. After application, if a vacancy exists and it is considered that the child would benefit from the academic programme offered at our school, a place will be offered in the form of a letter to the parent. The parent must reply to the School accepting the place.

The documents needed for each child before entry. (See below)

- **completed registration form and fee.**
- **relevant information about the school career of the child including report cards of the last two school years (if applicable) and letter of recommendation.**
- **copy of the information pages of the child's passport or copy of the child's birth certificate.**
- **completed emergency contact section on the registration form.**

Admission decisions are based on each child's previous school records (if applicable) or experience, placement assessments and a visit to the school. We recognise the following predictors of success in our school:

*High academic and/or readiness marks;*

*Recommendations that reflect good behaviour and motivation;*

*Excellent aptitude;*

*A positive experience during the student's school visit that indicates an ability to adapt well to our school environment.*

Children qualify for places at Elckerlyc International School if they are:

- **Children from other countries who have been educated in English and who will only be spending a few years in The Netherlands and who require a continuous English education.**
- **Children from other countries who have been educated in English and who need transitional English-to-Dutch education to prepare them for future education within the Dutch school system.**
- **Children living in The Netherlands who will be moving to another country where their subsequent education will be in English.**

Elckerlyc is a diverse community. We do not discriminate against any person on the grounds of race, religion, national origin or sex in the selection of students. We actively seek diversity in our student body.

Please note the following points:

1. Fees are 'all-inclusive' and cover besides tuition, school trips, parties, school camp for groups 6 and 7, all materials needed for school (pencil, exercise books, paper, etc.)
2. The school fees for an academic year in Groups 1 - 7 are € 2.984 - per child (School year 2011 - 2012). When a child joins after the beginning of the school year fees will be adjusted accordingly.  
In Group 0 the fees vary depending on services requested (Education for 3 year olds is not subsidised by the Dutch Ministry of Education). This results in higher

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fees in this group – please see the Group 0 information booklet for specific details.

3. No discounts will be given in the case of more than one child from the same family attending the International Section of the school.
4. If a child begins attending the school at a date other than the official start of the academic year in August/September, the school fee will have to be paid in full when the children start before January, half of the outstanding fee is payable when the child(ren) start after January.
5. Parents are requested to pay the school fee within the time stated on the invoice. Should this not be convenient, the fee can be paid in two instalments.
6. In the event that fees have not been received according to the above conditions, a place will be offered to the child(ren) concerned in the Dutch Section of the school (provided there are spaces available) and their places in the IS will be offered to those currently heading the waiting list.
7. We are not able to reserve places for children who start at any other point than the beginning of the year unless a reservation fee is paid.
8. The school reserves the right to refuse admission to students whom they feel cannot benefit from the program being offered.

In the event of the applicant's knowledge of the English language being below the acceptable minimum (as determined by the school), the applicant is required to have additional English Language coaching. Such coaching may be arranged by the school but the costs, usually around € 30 per hour, remain the responsibility of the parents. This intensive course will last for four weeks (36 hours). For more information on this subject you can contact Mrs. Kerry Lockyer.

### **6.11 Notice of withdrawal**

Notice of a student's withdrawal must be given to the director, in writing, with a minimum of 60 days' notice. Otherwise, tuition fees remain due for the term in which the child leaves. Please fill in the School Exit form available via the website.

### **6.12 Liability Insurance**

Children are insured against accidents during school hours and one hour before and after school. This covers the cost of medical care in so far as it is not covered by private family insurance. Our insurance cover does not extend to damage to clothes, spectacles, bicycles, etc. or injuries inflicted by children to others. We therefore recommend that you follow the normal procedure in The Netherlands and take out personal liability insurance, if you have not already done so. The school is not liable for the loss of pupils' property. Parents can be held liable by the school for damage to the school building or equipment due to negligence by their children.

The school has a school accident/school trip insurance. All participants at school (pupils, parents, lunch supervisors and staff) are included. During the time at school, as well as coming from and returning home, everyone is covered. Nevertheless the insurance runs alongside any family insurance. A claim is to be made to your own insurer first and only after a denial from that insurance company can a claim be made to the school insurance company. Damages caused by a person are not insured. The school strongly advises the parents to take out Personal Liability Insurance (W.A.). Further details of insurance cover are available from the office as appropriate.

### **6.13 Emergency Closing**

Only the Director, or his/her appointed replacement, is authorised to announce the closing of the School if an actual or potential hazard threatens the safety and well-being of students and employees. **The decision to close the school shall be made upon consultation, if possible, with members of the School Board, teaching staff, and/or other agencies responsible for the safety and well-being of the community.**

### **6.14 Collecting Children from School**

Teachers will personally hand your child (Groups 0 – 4) to you at the end of the school day, or to an authorised adult whom you have placed in charge of your child (this should not be an older sibling). Children should be collected from school within 5 minutes of closing time. Supervision by staff will end 15 minutes after school and children must then be supervised by parents/carers outside of the school building. Where parents know that they are unavoidably late for collection, they should phone to inform the office. Where parents/carers are repeatedly late, an appointment will be made with the Director to discuss alternative possibilities.

Any child who has to leave school for an appointment during school hours must be collected by a parent or guardian who should report to the administration office.

If you allow your child (gps 5-7) to leave school alone at the end of each day a letter of notification should be sent to the office and should be renewed regularly. For further information please ask for the Arrivals and Departure Policy available from the office.

### **6.15 Clothing Groups 0 & 1**

Please dress your child in appropriate clothing that is easily washed so that they may really enjoy the activities provided. Since these activities include play-dough, painting, glue, sand and water play, it is difficult for little children to "stay clean". If your child is concerned about getting their clothes messy, this may inhibit their participation. We have painting and water play aprons which the children must wear to participate in messy or wet activities. If you require further protection for your child's clothing, you are welcome to provide your own apron or smock.

### **6.16 Snack and Lunch**

Children are required to bring their own lunch from home each day. Most children bring a small lunch box with a range of different foods that they like to eat. No nuts please, they can cause choking in young children and several children have severe allergies. If your child is a fussy eater, try to pack a range of different things that might tempt him/her at lunchtime. We try to model good eating habits and healthy food choices. Please keep sweets and treats to a minimum. It is difficult to encourage a small child to eat a sandwich when they have a candy bar sitting in their lunchbox.

Please ensure that you provide a nutritious lunch and plenty of juice. Lunch boxes should be as compact as possible and clearly marked. Please notify the class teacher and school office in writing of any food allergies or special diets for health or religious reasons.

## **Chapter 7 Dutch-Government Inspections**

### **7.1 Inspection Report**

In common with all government subsidised schools, EIS is inspected and evaluated regularly by the Education Inspectorate. The most recent inspection took place on October 17<sup>th</sup> 2006.

The inspection focused on:

- Quality of the teaching and learning
- Results achieved
- The school's ability to meet the individual needs of the pupils
- Care and guidance of pupils
- The school environment

The conclusions of the inspection were:

- The quality of teaching and learning at the IS are considered to be satisfactory to good.
- The end results for group 7 (and over the last 3 years) are satisfactory. The results for the other groups for literacy, reading comprehension and mathematics are satisfactory even though many of our students are not native speakers of English.
- The school is able to meet the needs of it's pupils, although the lack of a Special Needs Teacher/coordinator (Interne Begleider) has meant that the responsibility for this has fallen to class teachers and area coordinators.
- The school needs to implement a quality assurance policy to evaluate the teaching and learning more systematically in order to improve standards at our school even further.
- Despite the uncertainties the school faced (possible move to another location, financial issues), the Inspector had much praise for the school team, who have kept the standard of teaching and student care at a good level.

In response to the inspection report the IS:

- has been able to employ a Special Needs Teacher (IB), who will coordinate the care of our pupils and support class teachers to meet the needs of their pupils.
- is in the process of implementing a Quality Assurance Scheme, and developing a new school development plan to raise standards even further.
- Has secured permission to extend the schoolbuilding to a second storey.

For a full copy of the report (in Dutch) see [www.onderwijsinspectie.nl](http://www.onderwijsinspectie.nl)

## **Chapter 8 Regulation: School hours and holidays**

### **8.1 Holiday Schedule 2011 - 2012**

School Starts	15 August 2011
Leidens Ontzet	3 October 2011
Autumn Break	15 October 2011 - 23 October 2011
Christmas	24 December 2011 - 8 January 2012
Spring Break	18 February 2012 - 26 February 2012
Easter Holiday	6 April 2012– 9 April 2012
May Holiday	21 April 2012 - 6 May 2012
Ascension	17 and 20 May 2012
Whitsun	28 May 2012
Summer Holiday	7 July 2012 - 19 August 2012

### **8.2 Professional Development Days**

Our school is entitled to take Study Days, in which the students are free but the teachers will come to school. These days deal with team building, individual career planning, Literacy, Numeracy and International Primary Curriculum planning, etc. We will always try to inform parents as far in advance as possible, but count on your understanding in those cases where professional development opportunities arise without us being able to warn you months in advance. You will find the PD days for this school year on our annual calendar.

### **8.3 Educational Attendance Regulation**

- Illness: When your child is ill, he/she is unable to attend school. Notify the school at once, they need to know the reason for not attending. Usually a child taken home during the day due to illness will not yet have recovered the next day. When returning your child to school please make sure they are well enough.
- Official control regulations: if the school assumes there are reasons to assume non-permitted absence, they have to inform the Educational Attendance Officer.
- Permission form: In the office a form can be requested to apply for extra leave. Without official written permission from the Director leave is not granted.

### **8.4 Directives for leave outside the school holidays**

In order to prevent school absence, parents must always contact school. Parents will be contacted if the reason for absence is not clear. The school is obliged to notify the school attendance officer of unlawful absence.

We distinguish two types of leave:

- a. extra holidays
- b. extra leave because of extraordinary circumstances:
  1. up to maximum 10 school days
  2. more than 10 school days.

- a. extra holidays

Leave outside the school holidays is not possible, unless the specific nature of the profession of one of the parents/guardians makes it impossible to take any holiday with the family. An employee in another profession, who cannot take leave during the school's holiday period due to organisational reasons and cannot be given leave because of the nature of the profession.

Parents need to request this leave a minimum of **2 months** in advance from the director of the school in writing. Also an employer's declaration must be submitted, in which it is stated that no leave is possible within the official school holiday.

***Leave is possible:***

- ***once per school year;***
- ***can last no longer than 10 school days;***
- ***cannot take place in the first 2 weeks of the school year.***

The school attendance officer does not need to be involved in these cases, unless a child stays away longer than has been permitted by the director of the school and therefore unlawful school absence exists, which has to be reported to the school attendance officer.

b. important circumstances: 10 school days per school year or less

b1. Leave for 10 school days per school year or less, must be requested in advance or within 2 days after the occurrence of the absence to the director of the school.

The following conditions apply:

- a. for meeting a legal obligation;
- b. for moving house (no more than 1 day);
- c. addition to the family (no more than 1 day);
- d. for attending the marriage of close relatives;
- e. for serious illness of parents or relatives;
- f. for funerals;
- g. anniversary and wedding anniversaries of parents or grandparents.

This means that an extra holiday for winter sport, a second holiday, an extra weekend or a long-term visit to the family in the country of origin cannot be granted.

b2. If more than 10 school days per school year are requested for leave because of circumstances mentioned under b1, then the extra days need to be requested from the School Attendance Officer with the director as a go-between.

### **8.5 Acceptable Absences**

The School's instructional programme is based upon the assumption that students will attend school regularly. The consistent daily attendance of the student is necessary to ensure his or her academic progress. Therefore, students should be absent **only for important reasons** such as personal illness, family emergencies, or religious holidays. Should a situation arise where it is necessary for the student to be absent for an extended period, parents should inform the School in writing at the earliest opportunity.

### **8.6 Unacceptable Absences**

Where possible, dental or medical appointments should be scheduled out of school hours. Extended or early vacations, family outings and parties are not considered acceptable reasons for absence. A record of all such absences will be kept on file and recorded on the student's report.

### **8.7 Absence Procedure**

- a) In the event of serious illness, parents are requested to inform the School as soon as possible giving details of the nature of the illness and the anticipated length of the absence.
- b) Students returning from an absence due to illness are requested to present a note, signed by a parent or guardian, to their group teacher.
- c) Parents are requested to inform the School, in writing, of any ailment which might affect the student's participation in physical education or outside break.
- d) Parents are requested to inform the School, in writing, of any ailment that is contagious, including head lice.

### **8.8 Repeated Absences**

Repeated absences will be viewed seriously and entered into the student's file. Such absences are likely to have an effect on academic performance and may well be reflected in the student's report.

### **8.9 Homework During Absence**

Teachers will prepare work for acceptable absences, whenever possible. Students will be expected to make up for all work missed.

### **8.10 Rules of politeness**

We request parents to assist the staff of our school in enforcing polite behaviour by our students at all times, e.g. remember that when someone is talking, it is polite to listen. Rules such as knocking before entering, passing behind an adult, holding a door open, etc. are considered important. Disagreements and minor irritations are solved initially by talking about the matter and shaking hands.

### **8.11 Hygiene**

Attention is paid to the children's clean and tidy appearance. Hands are washed after toilet use, before and after lunch, etc. Tables are cleaned after lunch.

### **8.12 Allergies**

Some of our students suffer from potentially serious allergies. Parents are asked to ensure that teachers and parents in their child's class are aware of a student's condition.

We ask you not to bring nuts to school and that they be generally avoided for snacks or lunch, since they provoke strong allergic reactions in some children.

### **8.13 Dogs in Schools**

#### *Policy Based on the Health and Safety of Students and Staff*

The presence of dogs in and around schools is a controversial subject given the unique relationship between people and dogs in general and between children and dogs in particular. While there are benefits to be derived through the interaction between children and animals, we also need to be aware of the risks associated with the presence of dogs on school grounds.

The presence of a dog may cause a student who has allergies to have a reaction that is detrimental to the health of the child as well as the child's educational experience.

In order to ensure our school is safe and comfortable for all users, management has developed the following requirements regarding dogs in and on school grounds:

- Dogs are not allowed in the school or classroom unless they are serving as a bona-fide aid to a staff member, parent, child or visitor. In such cases, an up-to-date vaccination

record must be provided for the animal.

- Parents are advised that dogs are not allowed in the school. Dogs are also not allowed on school grounds during the hours in which school children are present.
- During non-student hours dogs must be leashed.

#### **8.14 Bus**

ESTEC (European Space Agency) organises a bus running from Oegstgeest to school for children of their employees. Only ESTEC parents can apply for the bus service.

#### **8.15 Hall and corridor expectations**

We, the students at Elckerlyc will:

- ✓ walk quietly in the corridors, on the right hand side
- ✓ not wear hats anywhere inside the building
- ✓ use appropriate bathroom behaviour
- ✓ respect other classes by talking quietly
- ✓ walk in an orderly fashion in any corridor
- ✓ be aware and careful of younger students
- ✓ clean up any snack rubbish or lunch spills
- ✓ not put our hands and feet on the walls
- ✓ carry balls and other equipment
- ✓ respect student work on display
- ✓ listen to instructions from any adult
- ✓ use appropriate language in all situations
- ✓ respect one another

#### **8.16 Playground Expectations**

We, the students at Elckerlyc will:

- ✓ not play ball games before school starts in the morning
- ✓ walk quietly to and from the playground
- ✓ respect school property
- ✓ avoid aggressive games and hurtful behaviour at all times
- ✓ solve problems without fighting
- ✓ wipe our feet well before entering the building
- ✓ share our playground space and resources with other classes
- ✓ not throw rocks or sticks of any size
- ✓ play safely and use equipment appropriately
- ✓ listen to instructions from any adult
- ✓ use appropriate language in all situations
- ✓ respect one another

Scooters, skateboards and roller skates are not allowed anywhere at any time during school hours.

#### **8.17 Lunch expectations**

We, the students at Elckerlyc will:

- ✓ listen to instructions from **any** adult
- ✓ eat lunch in a relaxing and positive environment
- ✓ make sure that our tables are clean and ready for the next class,
- ✓ respect other classes by using quiet voices
- ✓ be courteous to and respect lunch supervisors

- ✓ enter and exit through the appropriate doors
- ✓ move quickly and quietly
- ✓ sit on chairs, not tables
- ✓ use good manners
- ✓ use appropriate language in all situations
- ✓ respect one another

### **8.18 Bullying**

Bullying is defined as the action of a student who deliberately attempts to exercise improper authority or influence over another student or who simply acts maliciously towards another.

Bullying may take one or any of the following forms:

- social, as in not being spoken to, or being left out of activities;
- material, as when possessions are stolen or damaged, or extortion takes place;
- psychological, as when pressure to conform is applied;
- physical, as in physical assault;
- verbal and/or written (including handwritten/typed notes, SMS/MMS mobile telephone messages, and electronic messages, such as e-mail, web pages etc.), as in name calling, personal comments, racial abuse, or sexual abuse.

Bullying may be one or all of the following:

- systematic and on-going, rather than one off;
- done by the more powerful to the less powerful, rather than between equals;
- intended to be distressing and hurtful to the victim, rather than good natured fun;
- always one way, rather than an exchange.

Bullying of all forms is unacceptable and violates all the principles of the Elckerlyc Code of Behaviour. Bullying will be dealt with according to the school's disciplinary procedures. Any student who persistently bullies will be subject to suspension and possible exclusion from the school.

### **8.19 Confiscation of Student Property**

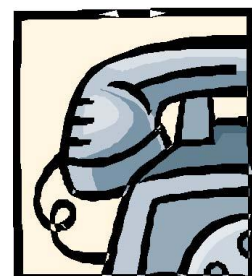
Teachers have the right to temporarily confiscate the private property of a student under the following circumstances:

- if the item causes a distraction to the student and/or other students in class or to school related activities;
- if the item disrupts the learning environment in class or school related activities;
- if the item is deemed dangerous;
- if the item is prohibited from school;
- if the use of the item infringes upon the school's code of conduct, rules and procedures.

The teacher will inform the student when the confiscated item will be returned. In some cases, the confiscated item may be returned directly to the student's parent/guardian.

### **8.20 Emergency Contact**

An EMERGENCY CONTACT FORM is given out to each individual child. These forms are used by office staff and teachers in case of emergencies. Please return these forms promptly to the office.



Parents must provide telephone numbers where they, or adult designates, may be reached in the event of illness or injury.

**Please send written notice if any contact numbers change during the year.**

If your child needs emergency care and we cannot reach you, or others you have named to act in your place, we will call Emergency Medical Services.

### **8.21 Guidelines for TV/Video Use**

We recognise the value of television and videotapes/DVD's when used to supplement the curriculum. While it is assumed that teachers will exercise their professional judgment when choosing to use television and/or videotapes, the following guidelines are intended to facilitate responsible use of this medium.

At Elckerlyc, television and videotapes:

- ✓ will be used to support curriculum objectives
- ✓ will be age appropriate
- ✓ will only be used in rare cases for entertainment purposes (e.g. Sinterklaas)
- ✓ will not violate copyright law

### **8.22 Transportation and safety**

To ensure the safety of students arriving at and departing from school, we ask the cooperation of all drivers, pedestrians and cyclists in following the signs pertaining to the orderly flow of traffic. We especially ask parents' cooperation with reference to on-street parking. Do not park in front of the school (reserved for school bus); do not park along the road where the yellow line indicates 'no parking'. Be considerate and careful with our students.

### **8.23 Visitors to the School**

All visitors are required to check in at the administration desk in the Main Reception upon arrival, and state the nature of their visit. Upon leaving please inform the administrator. Students' guests from other educational institutions must receive permission from the classroom teacher and the director in advance of any visit. Normally, such visitors are quite welcome for short periods of time.

### **8.24 Arrival and Departure of Students**

The delivery and collection of students at Elckerlyc has become progressively more difficult over the years, due to an increase in the number of students and residents. In order to guarantee their safety and maintain good relations with the local community, **please respect the following points:**

- **Never stop or park your car on a pedestrian crossing. Your car will block the line of vision of pedestrians, particularly small children.**
- **Do not allow your child to leave the car from the traffic-side.**
- **Do not double-park your car and leave it unattended.**
- **Do not park on pavements/sidewalks forcing pedestrians onto the road.**
- **Do not block driveways.**
- **Do not park on private property. Complaints will be filed by the residents.**
- **Do give yourself that little extra time to park safely, away from the school entrance.**

### **8.25 Personal Belongings**

Electronic items, e.g. MP3's, I-pods, 'game boys', are not allowed in school. If your child wishes to bring something of interest to show the teacher or students, please explain to your child about taking personal responsibility for their own belongings. Some teachers set aside a weekly time for sharing and talking about precious items from home. She/he may give the item to the class teacher for safekeeping.

Mobile phones should be switched off during school hours, never taken outside (playground) and be kept in the child's bag. Phones are the child's own responsibility and are only to be used in emergencies. Messages for any child should pass via the office and not via mobile phones.

### **8.26 Dress-code**

No uniform is required. Children are encouraged to come to school in comfortable, hardwearing clothing in which they can move freely. Plimsolls, soft-shoes, or slippers are required for indoor use.

For all students, clothing should be clean, tidy, socially and culturally acceptable, appropriate for the season and suitable for the activity. Students who wear earrings should wear studs during in-school or after-school sports classes.

### **8.27 Courtesy and respect**

Students are expected to show respect and courtesy to all adults and students. The classroom has certain formalities that they will be expected to observe. In the classroom the teacher determines the proper procedures and routines; students adhere to what is established. Classroom behaviour takes into consideration the many people working together to learn. Loud, distracting talk and disruptive behaviour are inappropriate. Students in a classroom are attentive and focused on the tasks of the day. A quiet and busy classroom requires everyone's cooperation.

### **8.28 Fire Drills**

Fire practice and evacuation exercises are carried out regularly throughout the year. Your children will be warned in advance about the fire exercise at the beginning of each term. A second (maybe third) one will be carried out without advanced warning.

Parents visiting the school should become familiar with fire procedures which are clearly posted around the school.

### **8.29 Lost and Found**

A lost and found box is kept in the office of the caretaker. Your child may ask permission to look for lost items. We ask that every article of outer clothing be labelled. The lost and found items are laid out on a regular basis for parents to see. Any items left are sent to a charitable organisation.

### **8.30 Clothing for PE**

Shorts or jogging trousers, T-shirt and suitable sports shoes which are NOT used as outdoor shoes (in order to protect the gyms' floors).

### **8.31 Lunch Supervisors**

We are always in need of lunchtime supervisors. Please contact the administrators for details. A 'job description', including codes of conduct for supervisors as well as students is available from the school's office.

### **8.32 School Pictures**

Individual and class photographs are arranged each year for all of our students. Advance notice will be given as to when the class and/or group photos will be taken. The price of the pictures will be indicated with the picture set, and parents may decide whether or not to purchase the pictures.