



Quality for All and All for Quality

International Education in Hilversum for ages 4-12 since 1986

School Guide
2017 – 2018

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1. Introduction

This School Guide has been developed to give parents and guardians a description of our school, the education we offer, our vision, methodology and what you may expect to find in our school.

In the School Guide, part ii, specific information is given concerning the school year e.g. staff composition, the holiday schedule, study days and curriculum.

It is adapted annually and made available to the parents. The guide is also useful as an information source for new parents who are in the process of finding a school for their child. After reviewing the guide, these parents are able to make an appointment for a school visit and interview.

This School Guide has been approved by the School Council (Medezeggenschapsraad).

Date: July 2017

2 Contact

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Important Resources and Contact Details

For all your questions about the Dutch school system

The Ministry of Education, Culture, and Science

www.minocw.nl/english/index.html

Telephone: +31 70 308 1985
PO Box 16375
2500 BJ Den Haag
The Netherlands

For further information (available in Dutch) please see Parents Information Centre:
www.5010.nl

3. Mission Statement, Goals, Beliefs and Legal Objectives

‘Quality for All and All for Quality’

The motto above ‘Quality for All and All for Quality’ represents all we stand for and value. This motto is the essence of our mission statement which itself encompasses the school’s vision and ambitions.

MISSION STATEMENT:

The International Primary School Hilversum is an IB World School that aims to provide high-quality primary education in English for students of all nationalities within the Dutch State system.

We provide each student with a diverse education in a safe, supportive environment that promotes self-discipline, motivation & excellence in learning.

The terms mission, vision and ambitions, or goals & objectives, are commonly used but an organisation’s understanding of them needs to be clearly defined before they can be fully understood by others, meaningfully evaluated or knowingly achieved.

- Our mission is why we are significant and what we want to achieve for society.
- Our vision is how we view the world and our normative framework.
- Our ambitions, aims & objectives are what we want to achieve.

We view a strategic plan as an outline of how we intend to realise the ambitions, goals & objectives arising from our vision and mission.

It is for this reason, the first section of this document is devoted to the mission, vision, aims & objectives of our school and those of the following three organisations that we are part of.

(1) Stichting Primair Hilversum (STIP)

www.stiphilversum.nl

This is our local school board which is responsible for some 10 schools spread over 17 locations in Hilversum.

(2) Dutch International Schools- Primary and Secondary (DIS)

www.dutchinternationalschools.nl

This is a national organisation responsible for international education in The Netherlands in English, within the Dutch educational programme and intended for specific ‘international’ target groups.

(3) International Baccalaureate Organisation® (IB)

www.ibo.org

The International Baccalaureate Organisation is a non-profit educational foundation, motivated by its mission, focused on the student. We are an authorised IB World School and fall under the region Africa, Europe and the Middle East (IBAEM) for this international organisation.

The alignment of our school's mission statement to that of the three organisations: Stichting Primair Hilversum (STIP), Dutch International Schools primary and secondary (DIS) and the International Baccalaureate Organisation® (IB) is essential for us to maintain an individual identity whilst recognising the significant connections that are essential to our identity. The connections strengthen our mission and our vision while clarifying our ambitions, goals and objectives.

(1) Stichting Primair Hilversum (STIP)

Mission *(translated from Dutch)*

Stip Hilversum sees it as its mission to provide public and generally accessible primary education for children from 4 to 12 years regardless of ethnicity, culture or religion. An even spread of as well as diversity in the public primary schools of Hilversum is an important task for the management board.

In addition, Stip Hilversum sees it as its mission to strengthen the English language in its primary schools in Hilversum, through the International Primary School (IPS) and the Bilingual Primary Education departments in two Stip schools.

Hilversum Stip constantly strives for good, multifaceted public education. Every child deserves a good education. With a good education, the world opens for you. In our Stip schools children develop the knowledge and skills which will provide a life-long benefit. They know the world in all its variety and complexity and develop themselves as individuals in a rapidly changing world. Stip schools help children therefore to acquire 21st century skills such as collaboration, communication, ICT, creativity, critical thinking and problem solving.

Vision

The foundation has set itself the task to provide optimal development opportunities for all students, to maximise the development of existing talent within an appropriate learning path with respect for social, cultural and religious aspects in the environment. In addition, the quality of all schools needs to meet set quality standards. For the rest, schools are allowed the maximum of differences. This provides the government schools the freedom to seek, within the prescribed frameworks their 'own' identity and school culture.

Public primary schools Hilversum welcomes in principle every pupil, depending on the student and the circumstances in which the school is located. There are limits to this open-ness, for example, if the extent of care at school is not sufficient for the necessary care of the registered student. In the context of appropriate education, the school will then find the right care for the student. The children, parents and staff of the school are members of the Dutch democratic society. The school is a society in miniature, but big enough to put democracy into practice. Representation in decision-making and transparent communication, respect each other and accountability are key elements of this democracy that we want to see reflected in our schools practice. Improving the quality of education remains an important task for the management and the schools. This not only means that schools meet the requirements of the inspection, but that a large part of the Stip schools dare to set their ambitions higher and dare to take on new challenges. In addition, we are committed to guide our students, with all their talents, in their development and prepare them for the society of the 21st century. Not only do we focus on their cognitive, intellectual talents, but also on the practical, social-emotional and creative talents of our students. And above all, we offer our students a safe school environment in which children -with respect for each other- can be who they want to be. Good education requires professional, excellent and inquisitive teachers (and other employees) that within their school and within the foundation can work together and learn with and from each other.

"Learning with and from each other" is a motto that can be simultaneously used at students, teacher and school level.

We encourage teachers and school leaders who have courage to seek out new methods, new educational visions and new opportunities. Solving problems together, using each other's knowledge, but also learning from our own research. In this way we give form to the professional dialogue in our foundation.

(For the full Dutch version please see www.stiphilversum.nl)

The mission, vision and ambition of STIP Hilversum, encompass those of the Violenschool IPS reflecting a quest for quality in all that it does. There are connections but no conflicts and it is this alignment in mission & vision that makes it possible for our school to function optimally with STIP as its board.

(2) Dutch International Schools (DIS)

The Dutch International Schools are united under the joint mission:

To provide international education for students of all nationalities in The Netherlands.

To this end, the associated schools adhere to the following basic principles:

- Dutch International Schools are guided by an international frame of reference (in accordance with the Dutch law, as far as required) when making choices concerning the organization of education.
- Dutch International Schools consider themselves a vital part of the local international community.

First and foremost, International Education aims to meet the needs and wishes of the Dutch and international business communities and their employees, and to provide fitting education for children with a Dutch or foreign nationality, who, after a stay in The Netherlands, will leave the country again and will then attend English language education. International Education is also meant for children who have settled permanently or temporarily in The Netherlands after a stay abroad.

The principle aim is to provide these children with such education that they are prepared optimally for either the transition to English language education abroad or a possible transition to full Dutch education. An additional aim is to provide them with adequate knowledge of the Dutch language to enable them (either temporarily or permanently) to participate in Dutch society.

Ambition

The Dutch International Schools have the following joint ambitions:

- to excel in the provision of international education, focused on student learning, in a national as well as an international context;
- to be acknowledged as centres of international education by national and regional/local authorities, stakeholders, other schools and organizations (e.g. European Platform);
- to provide internationally focused curricula in an international environment, embedded in a Dutch context;
- to provide quality assurance according to Dutch and international standards;
- to appoint internationally-minded staff;
- to maintain facilities at a high level;
- to ensure adequate government funding and strive for affordable school fees;
- to represent the joint interests of the Dutch International Schools and be acknowledged as such by the Dutch government;
- to provide coherent international educational provisions for students aged 4 to 18 in all regions;
- to stimulate the cooperation between international primary and secondary schools at a regional/local level, respecting the autonomy of each individual school.

The mission of Dutch International Schools encompasses those of the IPS Hilversum and our very existence is dependent upon close alignment to its basic principles, aims and ambitions. We are a Dutch International (primary) School by definition.

(3) International Baccalaureate Organisation® (IB)

Mission

The IB aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Mission and strategy

The International Baccalaureate® (IB) is more than its three educational programmes. At our heart we are motivated by a mission to create a better world through education.

We value our hard-earned reputation for quality, for high standards and for pedagogical leadership. We achieve our goals by working with partners and by actively involving our stakeholders, particularly teachers.

We promote intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st century.

All of this is captured in our mission statement.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

In 1992 we became a founder member of the International Schools Curriculum Project (ISCP). A number of staff from our school helped in the development of the ISCP curriculum framework. This framework for an international curriculum for all schools was recognised for its significance by the IB and in 1999 it became known as the Primary Years Programme (3-12 years), the third of the IB programmes forming the base to the Middle Years Programme (11-16 years) and the Diploma Programme (16-18 years). We were authorised as an IB World School in January 2000.

This status is dependent upon the school meeting the Standards & Practices determined by the IB. The first two of these are:

1. The school's published statements of mission and philosophy align with those of the IB.
2. The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.

These illustrate the significance and relevance of examining the alignment of our school's mission statement to that of the three organisations above.

The connections strengthen our mission and our vision while clarifying our ambitions, goals and objectives.

4. Explanation of the organisational structure of:

Stichting Primair Hilversum (Foundation Public Primary Education) Hilversum

As of 1st August 2010 there is within the 'Stichting Primair Hilversum (Foundation for Primary Public Education Hilversum) a separation between the functions of the Management Board and the internal Supervisory Board (Raad van Toezicht). The role and responsibilities of the authority (bevoegd gezag) are thus transferred to the Managing Director. The management body has, from this date, also an internal supervisory function and exercises internal supervision of the Managing Director.

Both bodies, each have a specific role. The Managing Director has the role of authority, ultimate responsibility and liability for the management of the schools. The members of the supervisory board are responsible and accountable for the manner in which they exercise supervision over the Managing Director..

Supervisory board:

- Dhr. R.P.J.(Rob) van Breemen (chairman)
- Mevr. M.L.J. (Lous) van Haarst (vice-chairman)
- Dhr. H. (Hans) de Bruin
- Dhr. P. Buisman
- Mevr. A. Vermeulen
- Dhr. J.C. (Jan) van Westering

Public Education Hilversum's chosen board form is a 'foundation for public education'. 'This means that the foundation has, next to its Supervisory Board also in part the supervision of the council. The role of both supervisory boards is set in the statute from the legally established body.

The Managing Director, Mr Geert Looysehelder is supported by the bureau's management staff regarding strategic policy development:

- Head of quality and education
- Director of buildings and finance
- Head of personnel/HR

Additional staff from STIP Hilversum:

- policy support, education and quality/ secretary
- office, policy support personnel / secretarial staff

Visitors address

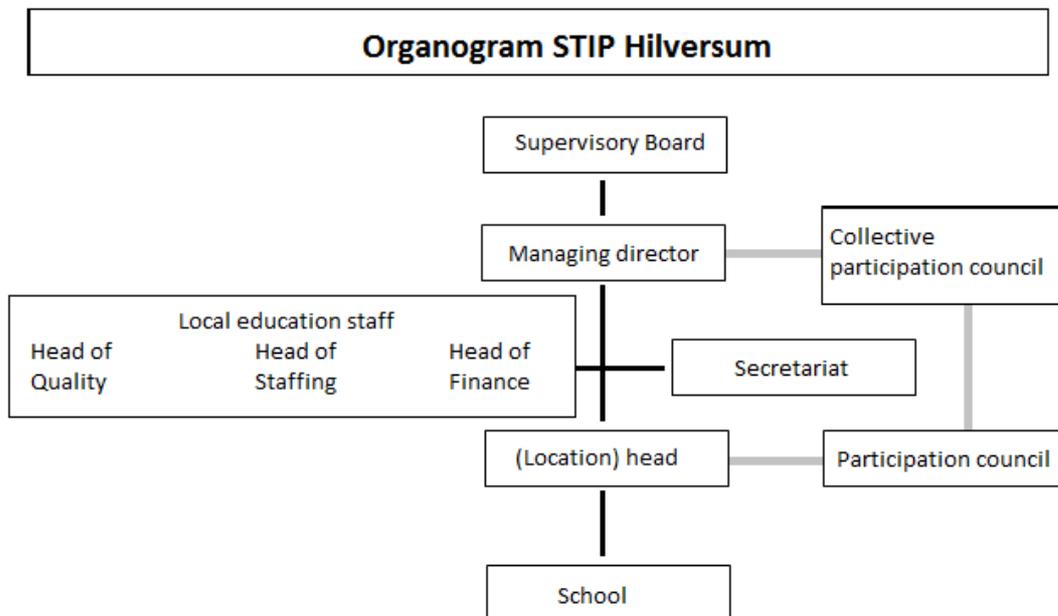
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The hierarchical structure of the organisation in the supervisory model, schematic display.



| | |
|---|------------------------------------|
| Organogram | Chart |
| Raad van toezicht | Supervisory board |
| Directeur bestuurder | Director (managing) |
| GMR- Gemeenschappelijke medezeggensraad | General schools' council |
| Bovenschoolse management | Management board |
| Hoofd kwaliteitszorg & onderwijs | Head of Quality-Care and education |
| Hoofd personeelzaken | Head of Personnel |
| Hoofd financiën & huisvesting | Head of finances and buildings |
| Secretariaat | Secretarial support |
| (locatie) directeur | Location director |
| MR- medezeggensraad | School council |
| School | School |

5 A Safe School and a Safe Environment

We believe that every child should enjoy going to school. In order to achieve this, it is essential that the school creates a safe, welcoming, peaceful and ordered environment. This applies not only to the children attending the International Primary School Hilversum, but equally important to all the other members of the school community – the teachers, assistants, management and parents. We use our code of conduct and Golden Rules for creating and maintaining such an environment.

The Golden Rules, explained further below, are agreements regarding behaviour and conduct, expressed in simple terms that can be understood by all children attending our school.

Code of Conduct – The Golden Rules

All the state primary schools in Hilversum have a common policy which was endorsed by Stichting Primair Openbaar Onderwijs Hilversum in April 2005. This policy applies not only to the students but also to staff and any members of the school community.

Although there may be minor differences related to school specific situations, the general principles of this policy document apply to all the schools.

The staff of IPS Hilversum is required to abide by and implement this policy. It is the school's responsibility to ensure that the students are aware of the Golden Rules that form an essential part of it.

The essence of the policy lies in the Golden Rules. Comprehensive details concerning these can be found on the school website, www.ipshilversum.nl, by downloading the school Bullying Policy.

The Golden Rules

- **Everyone has the right to be treated equally**
- **Everyone has the right to be respected as they are**
- **Everyone has the right to be listened to**

- **Everyone has the right to let a teacher know if they are being bullied in any way**

6 The School Locations

The buildings of IPS Hilversum are located on the south side of the centre of Hilversum on the Rembrandtlaan, Frans Halslaan and east of the centre on the Minckelerstraat. The buildings are educationally and administratively fully integrated and fall under the responsibility of the IPS Hilversum management. The main school office is housed at the Rembrandtlaan location.

The Frans Halslaan location (groups 1-3) The building was purposely renovated and modernised for the school's use in 2005. The building was repainted externally in 2013, and internally the heating system was updated along with the airconditioning unit in the gym.

There are eight classrooms throughout the school building. Seven classes have a direct outside exit. The school has an upgraded network for classroom computers, interactive white boards and WiFi. The building also contains a gym hall, modified for young children, a spacious library and staff room. A number of smaller rooms have been added to provide an office for the location director, a room designated for Learning Support, an English as Additional Language room, a room for the caretaker and a stock room.

The Rembrandt location, designed by Dudok in 1919, is a listed monumental building. We occupy 12 classrooms divided over two floors. There is a library as well as a number of rooms used for, English as an Additional Language (EAL), Learning Support and Dutch, the Host Country Language (HCL). All classes have an interactive white board. Computers are on a wireless network with a large number of laptops and iPads available for use in the classrooms or corridor areas.

The administration office and Headmaster's office are located downstairs on the left of the school entrance. The building has a gymnasium/hall which is shared in the morning with the Pre-School, also housed on the premises. The After School Care centre (BINK Kinderopvang Hilversum) uses three rooms inside the building as well as the Pre-School's accommodation for their activities. The Rembrandt building was renovated in 2001 and restored to its original design. The building was repainted internally and externally in 2014. The fire & alarm system was renewed in March 2006 and is serviced annually.

The Mondrian location: This is another Stip location which will accommodate 13 classes for groups 1 to 7 and the group 8 academy during the school year 2017-2018. The school is a traditional Dudoc building. All classrooms from 1-6 will be complete with new furniture, Interactive Smartboards or touch screens. Groups 7 and 8 were already established in 2016. There is also general study and media facilities. There is a large sports complex close to the school that will be used by all classes from group-3 to 8 during the week.

7. The Students

Within the IPS, classes are organised in a way that will meet the requirements stated in our philosophy and goals. From our international perspective and very transitional community we have chosen a single-age grouping. Nevertheless, since we also commit ourselves to continuous development, a student may be placed in an alternative group after an initial evaluation period of 3 weeks. This will be after a full conference with the parents. In certain cases, an alternative educational placement may be recommended.

Year Groups at the beginning of the academic year

| | |
|------------------------|---|
| Group- (pre 1) 4 years | Child turning 4 after 31st October of that year |
| Group-1 4 to 5 years | a child should be 4 by 31st October of that year |
| Group-2 5 to 6 years | a child should be 5 by 31st October of that year |
| Group 3 6 to 7 years | a child should be 6 by 31st October of that year |
| Group-4 7 to 8 years | a child should be 7 by 31st October of that year |
| Group-5 8 to 9 years | a child should be 8 by 31st October of that year |
| Group-6 9 to 10 years | a child should be 9 by 31st October of that year |
| Group-7 10 to 11 years | a child should be 10 by 31st October of that year |
| Group-8 11 to 12 years | a child should be 11 by 31st October of that year |

Children entering group-1 at 4 years of age, who will not be 5 before the end of October of the new school year are considered group-0 (pre-1). They will be group-1 students in the new school year.

8. Student Admission Regulations IPS Hilversum

Before any application for admission can be processed the registration fee of €250 must have been received (or proof of payment) together with a signed and fully completed registration form.

- The school enrolls children aged from 4 to 12 years.
- The school can accept children of non-Dutch nationality temporarily resident in the region. *A company letter indicating this temporary status is requested.*
- The school can accept children of Dutch nationality, if written proof is provided that their future education and location is expected to be in a country other than The Netherlands, and they will attend another international or English speaking educational establishment within one to two years. Any extension to this period must be discussed with the headmaster.
- The school can accept children of Dutch nationality who are returning to The Netherlands having already attended International education or received education in English for a period of at least two years and wish to continue their primary education in English. The age of the child will be taken into consideration.
- The school cannot accept children of Dutch or other Nationalities living in The Netherlands on a permanent basis.

Regulations

International Primary & Secondary Schools are state funded and therefore have to comply with regulations on admission of students.

For Dutch International Primary Schools these rules are to be found in the Primary Schools Act (Wet Primair Onderwijs), article 40, paragraph 5.

The Dutch International Schools agreed with the Ministry of Education that they will align the principles of student admission.

In essence both regulations state that a student can only be admitted to an international department if he/she complies with one of the following three conditions:

- 1) *The student has a non-Dutch nationality and has a parent that is working in The Netherlands for a limited time;*
- 2) *The student has Dutch nationality and has lived and gone to school abroad for at least two years because a parent was stationed abroad;*
- 3) *The student has Dutch nationality and has a parent (with whom the student will be living) who will be stationed abroad within two years and for at least two years. This is to be proven by a written statement from the parent's employer.*

Admission

The student has to meet one of the conditions above at the date he/she is admitted to the International School.

Primary-Secondary

In the Dutch educational system there is a relevant distinction between primary and secondary schools. This means that a student who finishes the primary school curriculum cannot automatically enter the secondary school curriculum. He/she has to be officially admitted to the secondary school and at that moment has to meet (again) one of the conditions for admittance as mentioned above.

School policy

The conditions for admittance are relevant in the relationship between the school and the Dutch government but do not give parents a right to admission or stay of a student. Within the government conditions schools can still have individual policies on admittance, reference and expulsion.

Student administration

The Dutch International Primary & Secondary Schools have to be sure that a student complies with the conditions for admission and have to be able to prove that to the government (i.e. Inspectorate).

All documents should be signed and dated before admission.

8.1 Admission policy for children with special needs and learning support

Reports and relevant testing details need to be supplied before admission.

Details of the child's difficulties/requirements need to be clarified and discussed with the Learning Support Coordinator before admission.

Internal assessment may be required before admission to the school.

If, after a period of no less than six weeks in school, we feel we cannot meet the academic, social/emotional or physical needs of your child, we reserve the right to transfer your child to an establishment that we, the school, believe can better accommodate these needs, or ask that you do so. This may be within the Dutch system.

9. The Curriculum –

The Primary Years Programme of the International Baccalaureate

We would like to refer you, the parents, or legal guardians, of our students to the General Regulations: Primary Years Programme. This is important because it fully informs the guardians of the conditions regarding the students' participation in an International Baccalaureate programme. The General Regulations explain the relationship between the International Baccalaureate and students, together with their legal guardians. The link below can be used to access this document. It is also available on the school website www.ipshilversum.nl.

[General regulations: Primary Years Programme](#) [56 kb, PDF]

The IB Primary Years Programme (PYP) focuses on the growth of the developing child, affecting hearts as well as minds and addressing social, physical, emotional and cultural needs in addition to academic welfare. This programme was designed and written by international educationalists, combining the best research and practice from a range of national systems with a wealth of knowledge and experience from international schools. The result was a significant, relevant, challenging and engaging educational programme that is being implemented by an ever increasing number of international and national schools throughout the world.

The IB also offers the Middle Years Programme for 11 to 16 year-olds, the Diploma Programme for the 16 to 19 year olds and the career-related certificate, also for 16-19 year olds who wish to engage in career-related learning. Together, the four programmes form a coherent sequence of international education emphasising intellectual, personal, emotional and social growth. Exposure to the Primary Years Programme is not a prerequisite for the Middle Years or Diploma Programmes but serves as an excellent preparation since learner profile, philosophy, styles of learning and overall goals are consistent.

The Primary Years Programme offers a comprehensive, inquiry-based approach to teaching and learning. It provides an internationally-designed model for concurrency in learning and incorporates guidelines on student learning styles, teaching methodologies and assessment strategies. The curriculum framework is an expression and extension of three inter-related questions:

- | | |
|--|------------------------|
| • What do we want to learn? | The Written Curriculum |
| • How best will we learn? | The Taught Curriculum |
| • How will we know what we have learned? | The Learned Curriculum |

The aims of the PYP, and all four IB programmes, are expressed in the Learner Profile, a series of desired attributes and dispositions that characterise successful students.

Globally-minded young people are:

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

The Written Curriculum

(More information can be found in the Curriculum Guidelines on the website)

The framework of the written curriculum incorporates five essential elements: Concepts, Skills, Attitudes, Action, Knowledge

Knowledge: The trans-disciplinary themes form the context in which the curriculum operates. Students explore academic subjects through these themes and often in ways that transcend conventional disciplinary boundaries.

Each school has its own Programme of Inquiry for each group and this constitutes approximately 50% of the teaching time in a school year. This is built around six Transdisciplinary Themes that are followed in all IB PYP schools.

The Organising Themes

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organise ourselves
- Sharing the planet

All year groups cover one unit of inquiry for each of the six Transdisciplinary Themes over a period of 5 to 6 weeks. Group 1 is an exception in that it only need cover four units per year.

The remainder of the curriculum falls under more traditional subject-specific lessons but following the principles of inquiry based learning.

The disciplines are:

Language Arts
Personal, Social & Emotional Education
Information & Communication Technology

Mathematics

Social Studies & Science

Physical Education

Visual & Performing Arts

The scope and sequence for each of these disciplines is comprehensively documented for all year groups. The school Curriculum Guide, which can be downloaded from the school website, provides the relevant information on what we teach in class.

Language Arts and Mathematics are regarded as being essential elements of all inquiry. Their importance has not been devalued but their role has been given greater relevance by connecting them to areas of inquiry in a meaningful way to further understanding and application. Their role in the units of inquiry is to facilitate inquiry through language or mathematics. However, some elements of mathematics and language fall outside the programme of inquiry, as certain skills need to be introduced and learned in isolation. This can be summarised as inquiry into language and mathematics. These specific skills can be and are taught through stand-alone lessons.

Physical Education, or movement education, for the groups 1 & 2 is a daily activity, either outside in the playground – using many attributes – or inside in the gym at the Frans Halslaan location – making use of gym apparatus or inquiry equipment. Groups 3 to 8 use the gymnasium at the Rembrandtlaan once or twice a week. These lessons are with the class teacher or with a physical education specialist. Group-8 also use the gym facilities at the Violenstraat location.

English as an Additional Language

English as an Additional Language is offered to students that arrive at our school with little or no English language skills. The EAL teacher will tutor students and assist class teachers to create programmes that establish communication, security and progress for the individual student in the best possible manner.

Dutch, the Host Country Language (HCL)

Dutch as the Host Country Language – is offered to all students on different levels. The goal of the programme is to connect and understand the culture of the host country. When meaningful, the programme is also required to link with the unit of inquiry that the group is investigating at that specific time.

Early Dutch will offer the children of groups 1 and 2 (ages 4-6) Dutch in the form of mainly playful activities taught by a native speaker through the medium of drama. Children are introduced to the Dutch language through songs and games and themes connected to the units of inquiry.

In groups 3 & 4 there is a significant emphasis on the teaching of reading and writing in English so the emphasis in Dutch lessons will only be on speaking and listening skills. The teacher will be working with these classes following specific expectations for speaking & listening skills. In addition to songs and games they will be learning Dutch through drama and the visual arts.

In groups 5 to 8 the intensity of Dutch will be increased. The children will be taught in whole class situations and also in groups.

Home Language /Mother tongue groups

The PYP recognises and respects the value of every child's mother tongue and home culture. We encourage the strengthening and consolidation of the mother tongue. After school sessions are possible. These are organised and run under parental initiative with full support of the school. The financial responsibility for these lessons lies with the parents. During previous years there have been groups for Swedish, Spanish, French, German and Dutch but this can change on a yearly basis depending on participants.

10 The School Times and the School Week

| Groups 1 & 2 | | Frans Halslaan | Groups 3 | |
|--------------|-------------|---|-------------|-------------|
| Mornings | Afternoons | | Mornings | Afternoons |
| 08:55-12:35 | 13:25-15:15 | Monday & Tuesday Thursday & Friday | 08:55-12:05 | 12:55-15:15 |
| 08:55-13:00 | | Wednesday | 08:55-13:00 | |

| Groups 4 & 5 | | Rembrandtlaan | Groups 6& 7 | |
|---------------|-------------|---|---------------|-------------|
| Mornings | Afternoons | | Mornings | Afternoons |
| 08:45-11:45 | 12:30-15:00 | Monday & Tuesday Thursday & Friday | 08:45-12:30 | 13:15-15:00 |
| 08:45 – 12:45 | | Wednesday | 08:45 – 12:45 | |

| Groups 1 - 8 | | Mondrian | |
|---------------|--|---|---------------|
| 08.35 – 14:35 | | Monday & Tuesday Thursday & Friday | |
| | | Wednesday | 08.35 - 12.35 |

Mondrian -Arrangements for drop off and pick up will be confirmed at the beginning of the school year

Lunch arrangements

All children bring a packed lunch to school and are supervised during the lunch period in class and during recess outside

There is a pizza arrangement on a Thursday or Friday (depending on location) organised by the Parent Support Group. For some groups, lasagne may be available on one of the days.

Required timetabling by Dutch Government:

The school is bound by Dutch regulations to realise the times shown below per discipline per week. The nature of the Primary Years Programme means that many of these disciplines are integrated into unit of inquiry lessons. These units form approximately 50% of the school week and include social studies, visual & performing arts in addition to relevant areas of language & mathematics.

| Age (years) Subject | | 4/5 | 6/7 | 8/9 | 10/12 yrs. |
|--|-------------------------|--------------------------|--------------|--------------|---------------|
| | | time, in hours & minutes | | | |
| Physical/Sensory Education | Writing | | 2.30 | 1.30 | 0.30 |
| | Physical Education | 5.00 | 3.00 | 1.30 | 1.30 |
| | Developmental Materials | 1.00 | 0.45 | | |
| | Total | 6.00 | 6.15 | 3.00 | 2.00 |
| Language | Language Development | 2.30 | 3.30 | | |
| | Developmental Materials | 4.00 | | | |
| | Skills | | | 4.15 | 4.30 |
| | Reading | | 2.00 | 3.00 | 3.00 |
| | Total | 6.30 | 5.30 | 7.15 | 7.30 |
| Mathematics | | 3.30 | 4.30 | 5.30 | 5.30 |
| *Dutch Language (HCL) *Dutch language lessons are given more attention than the legally required timetabling in all year groups. | | | | | 0.45 |
| Social Studies | | 2.00 | 2.00 | 4.15 | 5.15 |
| Social Awareness (incl. traffic safety) | | 1.15 | 1.00 | 0.45 | 0.45 |
| Visual & Performing Arts | Arts & crafts | 3.30 | 3.30 | 3.00 | 2.00 |
| | Music | 1.00 | 1.00 | 1.00 | 1.00 |
| | Total | 4.30 | 4.30 | 4.00 | 3.00 |
| Breaks | | | | 1.15 | 1.15 |
| Total per week | | 23.45 | 23.45 | 26.00 | 26.00 |

11 Library

Both locations have library facilities for all the children. These are run by a librarian with a number of parental volunteers. Books may be taken home but there is a nominal fee for replacing any books that are lost or damaged.

The librarian and appointed assistants at each location make sure that the books and the resource materials are kept up to date. Together with the class teachers, they encourage the children to develop a love for books and a joy of reading.

12 Assessment

Assessment forms an integral part of the Primary Years Programme. There is pre-assessment to determine what the students know, formative assessment to measure understanding & progress during teaching and summative assessment at the end of a teaching period. Students also keep portfolios to show evidence of their learning and progress.

Standardised assessments are administered at two points in the school year. New students also complete these assessments when they join the school (EAL students will only complete the assessments after consultation with the EAL coordinator regarding their level of English). These assessments are used internally to measure and monitor progress within each year and from one year to the next.

While the IBO does not administer or encourage the use of standardised achievement tests, it recognises that there may be a local, state or national requirement concerning the use of such tests for many IB World Schools. Some other IB World Schools, not subject to these requirements do choose to use commercially available tests in order to measure their students performances over time, in areas defined by the tests but not directly linked to the learning defined in the school's academic programme. When analysing test results IPS staff take into consideration the following points:

- The relevance of the assessment to the cohort of students within the school
- The relationship between what is being assessed and the school's programme
- The impact of assessment on teaching and learning
- The useability of the data produced

12.1 Student Monitoring System

Through the use of standardised assessments 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 assessment results.

Standardised assessment and curriculum-based assessment methods should complement each other. The use of criterion-referenced assessment 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

We have an Interne Begeleider (Special Needs Coordinator) – Kelly Werner as well as specialist support teachers. We are also in contact with the local 'Dutch' zorgplatform (special needs facility)

12.2 Passend onderwijs/appropriate education

From 1st Aug 2014 there is a new law for 'passend onderwijs'/appropriate education. This means a duty of care towards students requiring extra support. Please see addendum 5

13 School Reports

The comprehensive skills report is sent home mid-year and end of year. These also function as full school records for students moving to another school.

14 Transition to secondary education

At the age of 12, after successfully completing the IPS Hilversum Primary Years Programme (PYP), a student may progress to the International School of Hilversum or the Groot Goylant International Stream VMBO, which are both located near to our school. The International School of Hilversum offers the Middle Years Programme (MYP) for pupils from 11 – 16 years old. The Groot Goylant offers vocational education.

Our Primary Years Programme (PYP) offers a prerequisite for the MYP, since the philosophy, styles of learning and teaching and overall goals are consistent. An MYP certificate can be obtained after four years, to be followed by the two year course, the International Baccalaureate Diploma Programme (16 – 18 yrs), if accepted into that programme.

Together with the International School of Hilversum and Groot Goylant I.S, we organise an introductory programme for students and parents. During their final year with us, all group 8 students attend a full school day at the International School of Hilversum to experience the transition. In February, parents/guardians are invited to an information evening. A description of the curriculum of the school is given and, for clarification, questions can be addressed.

Of course, there are other secondary education possibilities in an international setting in the Netherlands or abroad. Also possible is a transfer to Dutch Secondary Education. The school will advise and support the family as much as possible in making the right choice.

Group 8 outcomes 2016-2017

The group 8 academy totalled 53 students. The outcomes for all 53 students are shown below. The students did not take the Dutch CITO examinations but were accepted on the basis of our school's assessments and reports.

| Category | A: | A: | A | B: | B: | C: | D: |
|--------------------------|--------------------------------|--|--|---------------------|-----------------------------------|------------------|-------------------------|
| Total number of students | Diploma Programme IS Hilversum | Diploma Programme in other int school abroad | VWO Gymnasium Lyceum Dutch School | MYP at IS Hilversum | MYP or equivalent in home country | MYP Dutch School | TTO MYP at IS Hilversum |
| | 39 | 2 | 1 | 8 | 1 | 2 | 0 |
| Dutch equivalent | VWO/Gymnasium/Lyceum/Atheneum | | HAVO | | | | Bilingual VMBO |

A: IB Middle Years Programme in preparation for the IB Diploma Programme

B: IB Middle Years Programme

C: Dutch MAVO/HAVO school

D: IB Middle Years Programme in preparation for vocational education

15 School attendance

Compulsory Education

De leerplicht /or compulsory education means that it is compulsory for children to attend school. From the moment that your child is 5 years of age till the end of the school year that he/she is 16 years of age , your child must attend school as according to the compulsory education act /leerplichtwet. As a parent, you are required to register your child at a school and ensure that he/she attends. This law applies to everyone living in the Netherlands. Also children who do not have Dutch nationality, refugees or children illegally living in the country within this age range must attend school.

Leerplicht begint/ Compulsory education begins at 5 yrs

Your child must attend school from the first day of the month after he/she is 5yrs old. If your child is 5 in October for example, he/she must attend school from the 1st November of the same year.

Leerlingen van 4 jaar niet leerplichtig /Students aged 4 yrs not compulsory

Most children attend school as soon as they are 4yrs old. Students aged 4 yrs however do not fall under the compulsory law to attend school, also not when they have been enrolled in a school. You will not be prosecuted if you keep your 4 year old at home. The attendance officer will not act against you but it is wise to contact the school if you are keeping your child at home for a day.

Volledige leerplicht/complete compulsory education

Completion of compulsory education is until the school year your child reaches 16. If your child is 16 in February for example then your child must complete the school year. A school year is from 1st August till 31st July. If your child has attended school for 12 years, the period of compulsory education has been reached. Moving up a group (in special circumstances) counts as a full year.

Vrijstelling van schoolbezoek of inschrijving/Exemption from school attendance or enrolment

In some cases your child may obtain (temporary) exemption from school attendance or enrolment. The Compulsory Education Act acknowledges a couple of possibilities. In most cases the school director determines if there is a significant reason for absence.

Sickness

In the event of sickness or lateness, the appropriate location office should be informed before the start of the school day.

Concerns regarding a student's frequent lateness or absence may be discussed with the **ZAT** team (Zorg Advies Team/ Care and advice team). This is a team of professionals consisting of the Interne begeleider/student monitoring coordinator, school attendance officer, school doctor, social worker, school management representative and the school contact coordinator. The team works together with the school to offer advice and support where necessary. Parents are informed if their child will be discussed.

16 Leave of absence regulations

All holidays and extra leave during the school year can be found in the addendum : Schedule for Holidays & Study Days. When planning your holidays please take note of these dates.

Regarding any request for leave outside of the official school holidays, it states in article 11 of the 'leerplicht wet' (Compulsory Education Law) that 'De directeur van de school verllent verlof slechts wegens gewichtige omstandigheden....' (The head of the school may only grant such leave for significant circumstances)

The regulations that the school has to adhere to regarding leave of absence are detailed below.

When is permission for leave of absence permitted?

- Moving house - 1 day
- Family weddings up to the third degree of relation – maximum 2 days
- 12 ½ or 25 year wedding anniversary of parents - 1 day

- 12 ½, 25, 40, 50 or 60 year wedding anniversary of grandparents – maximum 2 days
- Serious illness of a relative up to the third degree of relation.
Duration to be decided after consultation with the school director
- Death of a relative up to the fourth degree of relation of the child.
Duration to be decided after consultation with the school director
- Recognised religious festivals

** Medical appointments. Permission does not need to be applied for but the teacher or the main office should be informed in advance.

Degrees of relation

- First - parents
- Second - grandparents, brothers and sisters
- Third - great-grandparents, uncles & aunts, nieces & nephews
that are children of brothers & sisters
- Fourth - nieces & nephews that are children of uncles & aunts,
great-uncles & great-aunts

Important:

When a child is kept out of school for any other reason than those given above, the school is required to inform the school attendance officer. In some cases they will then contact the parents or even impose a fine.

Submitting a request for leave of absence

Request forms can be downloaded from the school website or collected from the entrance hall at both locations (Rembrandt and Frans Hals).

When completed, the request form should be given to the office at either location at least four weeks in advance of the requested dates.

17 Communication with parents and essential agreements

Address changes, telephone number or email addresses

Any changes of address or contact details should be made known to either of the school offices in person, in writing or via email - info@ipshilversum.nl The class rep does NOT inform the school administration, parents must do this personally.

Bulletin

There is a weekly school Bulletin providing details about current school events which you can subscribe to. A copy is sent to all subscribers each week by email. There is also a copy on the secure section of the school website. A request can always be made at either office for a printed version.

Concerns

Whenever you have concerns or questions you are always welcome to discuss these so that we can reach a solution together. You should first discuss these with your child's class teacher. Such issues usually require the full attention of the teacher, so a meeting should be scheduled at a time that does not interfere with the teacher's preparation or other scheduled meetings. If this does not resolve the situation you can contact the head of the location.

Complaints procedure.

Overall where people work there can occasionally be misunderstandings or mistakes made. In the first instance the incident should be discussed with the class teacher or those directly involved. We aim for all teachers to take both the parent and child seriously and listen carefully in order to reach the best possible solution. However there can be situations where a parent or child is unable or unwilling to speak with those named. In our school we have a designated contact person. Due to retirement of our present contact a new contact will be added at a later date.

Every parent is entitled to call upon this service for whatever problem there may be. All discussions are handled in strict confidence and no further steps will be taken without the permission of the parent.

In consultation with the contact person from the school, a further contact may be looked for to find the best solution to the problem. Information for parents is available via the Nationwide complaints commission (www.onderwijsgeschillen.nl) If necessary, the parents can make direct contact with the external confidante. She will help the parents and put them in contact with the right person. Our board has signed the nationwide model for complaints procedure. The full complaints procedure is available at school and/or by the board.

| | | |
|--|---|---|
| | Contactpersoon klachtenregeling/contact person for complaints procedure | |
| IPS Hilversum | Kelly Werner - Rembrandt Viola Visser - Mondrian | |
| | Vertrouwenspersoon /confidante | |
| Stichting Openbaar Basisonderwijs Hilversum | Mw. H. (Heleen) de Jong | Heleen de Jong advies Kleverparkweg 92 2023 CJ Haarlem Tel. 06 – 25 02 45 55 info@heleendejongadvies.nl |
| | Vertrouwensinspecteur/confidante inspector | |
| Inspectie van het onderwijs Educational inspection | Mw. J. (Joke) Schuur | Inspectie van het onderwijs Postbus 2730 3500 GS Utrecht Tel. 0900-111 31 11 |
| | Klachtencommissie/ Complaints commission | |
| Landelijke Klachtencommissie Onderwijs National complaints commission for education | | Landelijke Klachtencommissie Onderwijs Postbus 85191 3508 AD Utrecht Telefoon (030) 280 95 90 info@onderwijsgeschillen.nl www.onderwijsgeschillen.nl |

Drop off and pick up from school

The children should be in the school playground at least five minutes before the given starting time so that teachers can collect all the students in time to start the day together. (Group-1 and 2 students only, enter from the outside class door from 8.45 till 8.55 at Frans Hals/ 8.30 Mondrian)

Please do not accompany your child into the school building in the morning. This is of particular importance in the lower school where the corridor space is limited. An exception may be made during the first few days for the four year-olds. In the interest of fire-safety regulations all buggies & push-chairs should remain outside the building.

When collecting your child(ren) you are expected to be in the playground by the given end of school time (Groups 1 and 2 are collected directly from the outside class door. They will remain with the teacher until collected)

Gym Bags:

Groups 1-4 are provided with gym bags. Students from the older groups can purchase these for €5 from the school office.

Head lice checks

Are carried out routinely in school each month. Parents will be informed by the school if headlice is suspected.

Mobile phones and electronic equipment

Electronic equipment such as mobile phones and 'games' machines, should not be brought to school by the children. If a mobile phone is considered essential, the class teacher needs to be informed in writing. The phone may not be used during the school day.

Parking

Parents and guardians are asked to follow the agreements in and around the school regarding parking and road safety. See appendix for more details

Placement of photographs on the website

It is our school's practice to place photographs of school activities and events on its website and in other school publications. Should you wish your child NOT to be featured in any such material you are requested to make a written request to be kept on your child's file to ensure compliance with your wishes. Parents accept that it is the school's legal duty to provide requested information to government ministries. This is usually age and nationality information only

Playground

Dogs may not be brought into the school playground.
Bicycles, skateboards, scooters, rip-boards and such like may not be ridden on the playground unless these are part of the play equipment used at break times.
Ball games are not allowed in the general playground at drop off or pick up times

Reading folders for groups 1-4

New students in the lower school receive a folder for reading and library books or any school-home correspondence. These are issued to all new students. When necessary, replacement folders can be purchased from the office at a charge of €5.

Resource Booklet (Newcomers booklet)

A separate Resource Booklet which is given to all new parents is available on the website and is updated yearly by members of the PSG. This provides a wealth of information about the local community, services, clubs, hobbies and traditions.

Sickness - In the event of sickness or lateness, the appropriate location office should be informed before the start of the school day. See Section 1 for telephone numbers.

School website www.ipshilversum.nl

The school website has a public domain containing general information for all interested parties. There is also a secure section for parents and students with more detailed and specific information such as the school's weekly Bulletin, the Curriculum Guidelines and a diversity of documentation that can be downloaded directly from the site. All parents are given the log-in codes to the secure section as soon as their children start at the school. Parents who have left the school community keep access to this so they can keep up to date on current developments within the school. The school's website has recently been redesigned to minimise the amount of paper documentation that needs to be sent home.

18 Participation Council (Medezeggenschapsraad –MR)

For many years it has been governmental policy in the Netherlands to ensure that all parties affected by management decisions have a say in those decisions. This policy led - in the education sector – to the formation of school councils (medezeggenschapsraden).

Parents and staff are represented on the council, whose task involves approving certain prescribed school policy documents (e.g. school guide, school plan, annual budget, safety plans) and advising management of the viewpoints of these groups on matters affecting the school. A law took effect on January 1st 2007, that further regulates the rights and responsibilities of both the MR and management by determining in which areas the MR has a purely advisory role and when approval from the MR is necessary for school policy to take effect.

The MR consists of parent members as well as staff members from both the three locations. They meet on the first Wednesday of every month at the Rembrandtlaan location.

Contact information and details of points under discussion are on the MR section of the website for input from parents, staff and management. Please have your say! Minutes of the monthly meetings are also posted on the MR site.

An email address has been set up to answer any queries you may have.
mr@ipshilversum.nl

For the academic year 2015-2016 the MR will consist of the following four parents and three staff members:

| Parents | Staff |
|--|---------------------------|
| Chair/Treasurer: Prashant Tapkhirwala (Mondrian) | Jo Stafford (FH) |
| Linda Phillips (FH, Rem, Mondrian) | Kelly Werner (Rem) |
| Rosie Colman (FH & Rem) | Jo Bowsher (Mondrian) |
| Annika Shirley-Vouzas (FH & Mondrian) | Janet Brereton (FH , Rem) |

As a general rule, if there are any educational issues, you should address your query directly to the Headmaster /Head of location

Elections for new representatives are held during the annual general meeting

19 The Parent Support Group

The school is proud to have a 'Parent Support Group' (PSG) that is made up of a group of dedicated parents that 'volunteer' their time in supporting teachers in the classroom, providing special events and activities for the children, as well as creating an information and social network for parents. The efforts of the PSG are not solely directed towards the international community within the school but also in the enhancement of integration within the local community.

The PSG is instrumental in the organisation of activities designed to help raise funds for extra curricular activities not covered by the school fees. The International Fair is one such activity that also brings together the international school community and open to friends and neighbours.

The PSG also organises a 'Team of Class Parent Representatives' that work with their assigned class group parents and teachers. These parents help recruit parents from that class for different activities, organise all communications to their parents from the PSG and sometimes from the teachers, collects funds for different events and manages the 'class fund'. The 'Class Fund' is a voluntary fee of €15 per child for Group 1 to 7 that is requested from parents each year to fund its basic services. This fee is used to help fund extra class

activities as well as to purchase extra items for class events. A voluntary fee of €25 per child for Group 8 is requested from parents each year to fund its basic services as well as their Graduation Event at the end of the year.

All the PSG sponsored activities benefit the children and parents alike. Their success depends on the parent's willingness to participate and contribute. New members who would like to join the PSG and/or Class Representative Team are always welcome and much appreciated!

Your children will be spending their school days in a dynamic and quality educational environment, which is made possible by the school's dedicated teachers and staff and, in part, by the earnest volunteer efforts of parents like yourself. The Parent Support Group (PSG) welcomes you to your new school!

20 Voluntary parental contribution

An amount of €15 per child for Groups 1 to 7 and €3 per child for Group 8. This is collected and retained by the class rep for use in class during the year.

21 Student health and Care



After school care, crèche and playgroup : bink

The Stichting Kinderopvang Hilversum is housed in our main building. For contact and information (also in English) please see: www.binkkinderopvanghilversum.nl

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.

In some classes we ask parents not to bring nuts to school and that they be generally avoided for snacks or lunch as they can provoke strong allergic reactions in children with an intolerance. Please see your child's teacher or class rep for specific details, particularly when providing treats for the class.

A Medical Alert sheet will be made for any child at risk. Any medication must be kept in the office

At Risk (verwijsindex/Reference Index)

Since July 2013, It is compulsory that the education sector in the Netherlands conforms with specific agreements according to the 'Meldcode Huiselijk geweld en kindermishandeling' (the code for reporting domestic violence and child abuse). A full explanation can be found in the addendum (6) or see the following website (available in Dutch only). Concerns can also be referred to the school's confidante.

<http://www.rijksoverheid.nl/onderwerpen/huiselijk-geweld/hulp-bieden/meldcode>

Doctor

GGD/School Doctor

The GGD (local health authority) 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.

Preventive health checks take place when your child is in group-2 and again in group-7

The first check up will be arranged when your child is 5/6 and in group-2. Special attention is given to growth, weight, hearing, vision, motor skills, behaviour and general development of your child.

In Group seven another check takes place and in the first or second year of secondary education a further health check takes place.

Information on these check-ups is available from the GGD (See contact below)

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 for example: problems with sight, hearing or motor skills, but also emotional problems. In order to decide the right treatment the 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.

Vaccinations

In the year your child reaches 9 years, you will receive a call up for two vaccinations; one is against diphtheria, tetanus and polio (DTP) the other against mumps, measles and German measles (BMR). If your child has not had a complete course of vaccinations, you can arrange this through the GGD. Girls at 12 yrs will be vaccinated against cervical cancer (HPV).

Do you have questions about the development of your child? You can refer questions or problems to members of the JGZ- Jeugdgezondheidszorg (youth care and health). This can be on a number of issues regarding physical, mental and social development. For example, feeding, difficult behavior, bullying, safety, sport and movement, toilet training etc. In most cases they can inform or advise you. In others they will refer you further.

Further information about youth care and health (jeugdgezondheidszorg) can be found on the website www.ggdgooi.nl/mijn-kind (this will be in Dutch)

Motor-skills therapy

Motor skills therapist: Marjoke van Arkel

At the IPS Hilversum all children in group-2 are screened for possible delays in their motor skills development. This takes place in school and the results/recommendations are sent to parents. Therapy can be carried out at school and is generally reimbursed by your medical insurance. Children in other groups may be referred by their teacher in collaboration with the parents. If you have any concerns, please contact the teacher or the 'learning support coordinator'. Further information can also be obtained at the office.

Speech Therapy

Speech and Language Specialist:

We have the facilities of a speech therapist within IPS Hilversum. If your child requires speech therapy, this can be carried out in English at school.

What does the speech therapist do?

The speech therapist screens children and offers therapy according to their needs. This could be for a number of reasons such as: disorders in the field of mouth functions, breathing, voice, speech or language development. 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/teachers of the child.

All students in Group 2 will be screened by our speech therapist. The initial screening is covered by the school. Further assessment or therapy is met by the parents. This is generally covered by most health insurance companies.

22 Health and Safety

School Insurance

The school has a collective accident insurance. The insurance covers damage or accidents during official school hours, during school trips, excursions and school related activities whilst supervised by a teacher. There is also a public liability insurance for all schools within the STIP foundation.

First Aid/Fire Safety/ Evacuation

Each year an evacuation of the school is practised to ensure that everyone is aware of the set procedures in the event of fire or emergency.

All children follow the directions of the teacher and leave the building by a set route. They wait outside at a designated safe area. The teacher checks the class list whilst a BHV'er/management checks the building. The all clear will then be given or the senior BHV'er calls the emergency services and informs them of the situation.

The IPS Hilversum has more than the official number of trained BHV'ers (Bedrijf Hulp Verleners-Emergency Assistance) each year a number of staff take part in refresher courses for first aid and fire safety

Risk Inventory/ RI&E en Arbowet

In accordance with health and safety laws there is a yearly inventory of risk factors for safety, health and wellbeing within the school and an official evaluation carried out that conforms with regulations. This was carried out in November 2015 by Arbomasters.

23 School policies and procedures

In addition to the school policy documents that can be downloaded from the school website there are a number of policies & procedures that apply to all primary schools belonging to Stichting Primair Openbaar Onderwijs Hilversum. These can be viewed at either school office where they are kept in the folder 'Handboek School & Organisatie' (Handbook School & Organisation). These documents are in Dutch although a few are available in English. The Bullying Policy is an example of this.

The documents are in six sections. A summary of the main topics is given below:

1. Organisation:

Mission statement 'Openbaar Onderwijs Hilversum'
Foundation Statutes
Organisational chart / Management Statute
Regulations MR / GMR & statute MR (school council)

2. Students & parents

Protocol admission and refusal of students
Registration forms / Student records and monitoring system
Privacy regulations regarding student records
Voluntary school contribution (PSG contribution)
Protocol – information to parents
School rules / Dress code
Leave of absence for students
Teacher substitution due to sickness
Safety policy
Internet and email protocol
Bullying policy
Protocol, sexual intimidation or abuse
Protocol suspension and expulsion of students
Regulations for Complaints

3. Strategies

Strategic (school) plan

4. Education and quality

School plan
ICT
Care / student guidance / students with a handicap / Quality control

5. Board's formation plan

6. School Guide (this document)

24 Appendix I: Policy Statements Dutch International Primary School:

Dutch International Primary Schools
DIPS
Policy Statements

Each year a choice will be made regarding which objectives will receive a major focus

The mission & vision of the DIPS will be critically reviewed annually.

When reviewed, the DIPS mission & vision statements will be in alignment with those of the Dutch International Schools.

The aims of the DIPS will be reviewed and reformulated at three levels: international; national and local.

.....
English is the official language of communication of the Dutch International Primary Schools.

The DIPS has a role in the development of policies regarding international education.

The DIPS board has an active relationship with the PO-raad and the Ministry of Education.

The DIPS seeks co-operation with external organisations to further expertise.

.....
The DIPS board will exist as a separate board within Dutch International Schools to represent the needs of the primary schools.

The DIPS board will collaborate with the DIS board on areas of common interest.

The DIPS board will maintain, review and promote contacts with organizations for international education in The Netherlands.

The DIPS board will actively work towards legal recognition of the DIPS at government level.

The DIPS board will work for the legalisation of compulsory school tuition-fees in DIP schools.

.....
The DIPS strive to ensure that the schools' buildings support the quality of international education as defined in our mission & vision statement.

The DIPS strive to ensure that the facilities provided in the schools support the quality of international education as defined in our mission & vision statement.

The DIPS schools will pay an annual pro rata fee to the DIPS organisation.

.....
The DIPS is represented at national and international conferences.

The DIPS has a professional profile in external publications.

.....
The DIPS schools employ fully qualified staff to ensure a high quality of teaching and learning.

The DIPS schools will ensure that staff meet the competencies as defined in 'De Wet Beroepen in het Onderwijs'.

The DIPS schools will facilitate on-going professional development.

The DIPS schools recognise the significance of 'home language' and commit to stimulating its development.

The DIPS schools will have a recognised curriculum that reflects and caters for the needs of its international student population.

The DIPS schools will have a recognised curriculum that meets the requirements and expectations as defined in the quality aspects of the Dutch Ministry of Education.

Each year a number of points will be highlighted for particular focus.

25 Appendix II: IPS Hilversum Traffic Safety Protocol.

IPS Hilversum Parking Advice

Our school locations are situated in a busy residential neighbourhood, which is not designed for the benefit of school traffic. Furthermore we are not the only schools in the area, so pick up and drop off times are very congested. You will need to build a little extra time into your routine to allow for finding parking space and walking to school with your children.

To help you find efficient and easy local parking space we have put together the following map. The green lines indicate permitted parking, however be aware that there are many residential access drives along the roads, which reduce the actual space available.



- Rembrandt location Drop off zone at Rem Frans Hals location
 30 spaces at hotel

Due to concerns for children's safety in and around the approach to Frans Halslaan and Rembrandtlaan, the school has adopted the following protocol. In choosing to send your child/children to the IPS Hilversum you are expected to conform to this traffic protocol.

In February 2012 the guidelines were reviewed and updated. Parents were requested to drive in one direction along the Vermeerlaan at the back of the Rembrandtlaan location, enabling them to safely drop off their children before driving on.. This is supervised by parents and a member of staff. Contact ipstraffic@hotmail.nl for more information.

Please consider the following restrictions:

Double parking and/or resting two wheels on the pavement is illegal. It is dangerous for the children (as it restricts visibility) and restricts the movement of traffic. Please don't do this.

You should not block a residential exit, even temporarily, as the residents need free access to their homes at all times.

You may not park alongside the red striped bollards or where there are yellow marks on the pavement. These restrictions are placed there for safety reasons and you will risk a parking ticket.

The ISH (International School) car park is for the use of the parents and children of that school, it is separate from the IPS.

The car park directly behind Frans Halslaan number 57 is a private car park and may not be used by staff or parents.

The car park at Frans Halslaan is for staff only or parents dropping children off at the creche/kinderopvang Sprookjesboom.

Between the hours of 8:30 am to 9:15 am and 3:00 pm and 3:45 pm, no parent or teacher from IPS will drive their car into the school drive/parking area.

The area immediately before the school gates at the Rembrandtlaan is to be kept free from all traffic. Please park in the spaces available.

The IPS is not responsible for any damage to parent/visitor cars.

We recommend the following:

Arrive a few minutes early and park in the first space you find. The closer you drive to the school gates the more chance you will get stuck in traffic. There is usually space on Pieter de Hooglaan and further up the Frans Halslaan towards Vermeerlaan and beyond. Do not block any driveways at any time.

Lappershoek Hotel overflow car park. (See map, bottom right hand corner) Guaranteed space only 2 minutes walk from Frans Halslaan, 5 minutes from Rembrandtlaan. Permission has been given by the hotel.

Frans Halslaan is not wide enough for two way traffic, which causes big problems between Van der Helstlaan and Utrechtseweg. Avoid this section and approach from one of the other roads (not Utrechtseweg)

Driving in The Netherlands

For information on the regulations for driving in The Netherlands including an explanation of road signs and speed restrictions, what to carry in your car and rules for children please see the government website <http://www.rijksoverheid.nl/documenten-en-publicaties/brochures/2009/08/01/road-traffic-signs-and-regulations-in-the-netherlands-2009.html> or try the English website www.angloinfo.com for suggestions and tips.

Traffic Protocol Version June 2012

This protocol will be updated during 2017-2018 to include the Mondrian location

Addendum to be added:

- 1. Compulsory school fees and payments 2017-2018**
- 2. Composition of the school: groups, teachers and staff**
- 3. Important diary dates:**
 - General Information Evening
 - Individual Parent teacher conferences
- 4. Schedule of holidays and study days**
- 5. Passend onderwijs/ Appropriate education**

From 1st Aug 2014 there is a new law for 'passend onderwijs'/appropriate education. This means a duty of care towards students requiring extra support. Until 1st Aug 2014 there was extra financing in mainstream education for students requiring extra care. This was from the budget 'student dependant' /leerlinggebonden financing (LGF). In the new system this will no longer be available in the same form.. The finances that would previously have been made available will now be awarded to the 'samenwerkingsverband'/partnership Unita (SWV Unita). This is the new partnership for appropriate education in the area of Gooi and Vechtstreek. From the 1st August 2014 all schools in this area, including Stip schools will fall under this partnership. In the event that there is an inquiry regarding a student's needs that falls outwith the basic support, a consultation with the multidiscipline team can be arranged. (MDO). At this consultation, a number of experts will take part, besides the parents, the teacher and the special needs coordinator. During the MDO the manner of support (educational arrangement) required by the student and or the teacher, will be discussed . Also the level of support at home may be discussed. Besides this, an indication for SBO or SO (special primary education or special education) may be given during the MDO consultation.

Vanaf 1 augustus 2014 is er een nieuwe wet voor passend onderwijs. Deze verplicht besturen een passende onderwijsplek te bieden aan leerlingen die extra ondersteuning nodig hebben. Tot 1 augustus 2014 bestond er in het reguliere onderwijs nog een extra bekostiging voor zorgleerlingen vanuit de zogenaamde leerlinggebonden financiering (LGF). In het nieuwe stelsel zijn deze budgetten niet meer op dezelfde manier beschikbaar. De financiële middelen die na de afschaffing van de leerlinggebonden budgetten vrijkomen, worden door de overheid aan ons samenwerkingsverband Unita (SWV Unita) toegekend. SWV Unita is het nieuwe samenwerkingsverband passend onderwijs voor primair onderwijs in de regio Gooi en Vechtstreek. Alle scholen binnen deze regio, waaronder ook onze Stip-scholen, vallen vanaf 1 augustus 2014 onder dit samenwerkingsverband. Indien er een ondersteuningsvraag is voor een leerling welke niet binnen de basisondersteuning valt, kan een multidisciplinair overleg (MDO) worden gepland. Aan dit overleg nemen naast de ouders, de leerkracht en de interne begeleider ook deskundigen deel. In het MDO zal worden besproken welke ondersteuning (onderwijsjeugdarrangement (OJA)) de leerling en/of leerkracht nodig heeft. Ook in de thuissituatie kan, indien gewenst, ondersteuning geboden worden. Daarnaast kan in het MDO een toelaatbaarheidsverklaring voor het SBO of SO worden afgegeven.

Basisondersteuning/ Basic support

Basic support is the support agreed by the partnership –educational care, that a school is required to offer all students. This support is detailed in the support plan from the partnership Unita (extra information can be found on the website from Unita; www.swvunita.nl) Only available in Dutch.

The basic support is not defined in the same way throughout the country; the partnerships themselves, determine the level of support required by schools within their jurisdiction . This can therefore differ within different regions. The quality of support must comply however with established standards set by the inspectorate.

The basic support shows what the possibilities are within the school to deploy the support.

Basisondersteuning is de door het samenwerkingsverband afgesproken onderwijszorg die een school aan alle leerlingen moet kunnen bieden. De basisondersteuning wordt vastgelegd in het

ondersteuningsplan van het samenwerkingsverband. (Extra informatie is te vinden op de website van Unita: www.swvunita.nl)

De basisondersteuning is niet landelijk vastgesteld; samenwerkingsverbanden bepalen zelf het niveau van basisondersteuning die de scholen binnen het samenwerkingsverband bieden. De basisondersteuning kan dus verschillen per regio. De kwaliteit van de basisondersteuning moet voldoen aan door de onderwijsinspectie vastgestelde normen. De basisondersteuning laat zien wat de mogelijkheden van de school zijn om ondersteuning in te zetten.

Schoolondersteuningsprofiel/ School support profile

In the school support profile, the school shows at least once every 4 years, what support the school can offer students where this is necessary.

The school support profile is drawn up by teachers, school management and the school board. In the profile, the school indicates what support the school can offer and what ambitions the school has for the future. On the basis of the profile the school identifies which expertise may need to be developed and what that means for the (training of) teachers. Teachers and parents have advisory rights regarding the school profile support through the school council of the school (MR). The school ensures that everyone (parents, students and other parties) have insight into what the possibilities of the school are for additional support.

The partnership puts all the sections together to assess whether an extensive network can be realized to cover the region. The goal is that all students receive an appropriate place.

In het schoolondersteuningsprofiel legt de school tenminste eenmaal per 4 jaar vast welke ondersteuning de school kan bieden aan leerlingen die dat nodig hebben.

Het schoolondersteuningsprofiel wordt opgesteld door leraren, schoolleiding en bestuur. In het profiel wordt aangegeven welke ondersteuning de school kan bieden en welke ambities de school heeft voor de toekomst. Op basis van het profiel inventariseert de school welke expertise eventueel moet worden ontwikkeld en wat dat betekent voor de (scholing van) leraren. Leraren en ouders hebben adviesrecht op het schoolondersteuningsprofiel via de medezeggenschapsraad van de school. De school zorgt dat voor iedereen (ouders, leerlingen en andere partijen) inzichtelijk is wat de mogelijkheden van de school zijn voor extra ondersteuning.

Het samenwerkingsverband legt alle profielen bij elkaar om te beoordelen of het daarmee een dekkend aanbod kan realiseren. Het doel is dat alle leerlingen een passende plek krijgen.

Informatie over het gebruik van de verwijsindex

De scholen van Stip Hilversum nemen deel aan de verwijsindex Noord Holland, regio Gooi en Vechtstreek

Per 1 juli 2013 is het onderwijs als een van de sectoren in Nederland verplicht om te werken volgens de afspraken in de Meldcode Huiselijk Geweld en Kindermishandeling¹. Belangrijk hierbij is dat op de scholen tijdig signalen van zorg worden herkend. Door snel met de ouders rond de tafel te gaan zitten, kunnen lichte zorgen besproken, opgepakt en opgelost worden. Hiermee kan hopelijk voorkomen worden dat een 'gewoon' lastige situatie thuis of op school in de loop der tijd toch ernstiger wordt.

Het kan zijn dat op de school geconstateerd wordt dat een kind niet lekker in zijn of haar vel zit, ongelukkig is, ander gedrag vertoont of iets anders heeft dat bijzonder is. Samen met de ouders kijkt de school naar de oorzaken en wat eraan gedaan kan worden om het beter te laten gaan. Het doel hierbij is om gezamenlijk te komen tot de beste oplossing. Indien nodig zal het kind worden besproken in een multidisciplinair overleg, zodat de kennis van bijvoorbeeld een jeugdverpleegkundige, maatschappelijk werker of een andere professional gebruikt kan worden om de beste aanpak te vinden. De school maakt hierbij gebruik van het hulpmiddel 'verwijsindex'.

De verwijsindex (VI) is een informatiesysteem waarin professionals zoals leerkrachten, hulpverleners en begeleiders kunnen aangeven dat zij vanuit zorg, betrokken zijn bij een jeugdige tussen 0 en 23 jaar. De ouders worden over het afgeven van het signaal geïnformeerd. Sinds 1 januari 2010 is de invoering van een VI landelijk verplicht.

Waarom de verwijsindex?

In Nederland zijn veel instellingen die zich inzetten voor het welzijn van kinderen. Leerkrachten, hulpverleners en begeleiders moeten meteen kunnen zien wie contact heeft met een kind in geval van problemen. Zo kunnen zij snel met elkaar overleggen over het kind. De VI zorgt ervoor dat de professionals van elkaar weten wie er betrokken is bij het kind en het gezin. Het gebruik van de VI zorgt voor vroegtijdige signalering van zorgen bij kinderen en jongeren. Ook zorgt de VI voor overzicht, samenwerking en goede afspraken tussen de verschillende professionals en de ouders. Samenwerking tussen professionals en de ouders is heel belangrijk omdat op die manier het kind en/of het gezin goed geholpen kan worden.

Wat zijn de voordelen?

Door de VI te gebruiken hoeven ouders niet iedere keer opnieuw hun verhaal te vertellen. Ook wordt voorkomen dat er twee of drie verschillende professionals in het gezin komen, die dit van elkaar niet weten en ouders verschillende adviezen geven. Daarnaast kan afgesproken worden welke partij de regie op zich neemt en daarmee aanspreekpunt is voor de ouders en overige partijen.

Hoe werkt de verwijsindex?

De intern begeleider, de jeugdverpleegkundige, de leidster van de peuterspeelzaal, iemand van jeugdhulpverlening of een andere professional maakt zich zorgen over een kind. Hij of zij verbindt zich aan het kind door een signaal af te geven in de VI. Alleen de naam van de professional, gekoppeld aan de naam van het kind, wordt in het systeem gezet, geen inhoudelijke informatie. De ouders worden schriftelijk geïnformeerd over de registratie in de VI.

De VI is alleen toegankelijk voor professionals. Het kan zijn dat er meer professionals zijn die zorg over hetzelfde kind hebben en dat al eerder hebben aangegeven. Als dat het geval is, krijgen deze mensen een email, zodat ze met elkaar kunnen gaan afstemmen. Op het moment dat professionals informatie over een

¹ <http://www.rijksoverheid.nl/onderwerpen/huiselijk-geweld/hulp-bieden/meldcode>

kind en/of gezin met elkaar willen delen, dienen de ouders hiervoor schriftelijk toestemming te geven. Vervolgens wordt er een plan gemaakt om het kind en eventueel het gezin verder te helpen.

Recht op privacy

Zodra het weer goed gaat met het kind wordt het signaal inactief gemaakt. Het signaal is nog enige tijd zichtbaar voor eventuele professionals die later een signaal afgeven. Na maximaal 7 jaar verdwijnt het signaal uit het systeem. Buitenstaanders kunnen het systeem niet inzien. De VI is alleen beschikbaar voor professionals, begeleiders en anderen die daarvoor de rechten hebben gekregen. Dat is wettelijk geregeld.

Child Abuse - The Reference Index (Translation)

The schools of Stip Hilversum participate in the reference index North Holland, Gooi and Vecht.

As of July 1, 2013 Education is one of the sectors in the Netherlands required to work according to the agreements in the Domestic Violence and Child Abuse Reporting Code. It is important that the schools timely signals of care are recognized. Swift discussion with the parents can resolve minor concerns. This can hopefully prevent an ordinary 'difficult' situation at home or at school becoming more serious in the course of time.

It may be that the school has noticed that a child is out of sorts, is unhappy, exhibits different behaviour or something else that's out of character. Together with the parents, the school looks at the causes and what can be done to make it better. The aim is to jointly find the best solution. If necessary, the child will be discussed in a multidisciplinary meeting, so that the knowledge for example of a school nurse, social worker or other professional can be used to find the best approach. The school makes use of the resource 'reference index' (Verwijsindex)

The reference index (VI) is an information system where professionals such as teachers, social workers and counsellors can indicate that they are involved in a care, situation of a youth between 0 and 23 years. Parents are informed that a 'care' issue has been signalled. Since January 1, 2010 the introduction of a VI is mandatory nationwide.

Why the reference index?

In the Netherlands, many institutions are working for the welfare of children. Teachers, social workers and counsellors must be able to immediately see who has contact with a child in case of problems so they can quickly consult with each other about the child. The VI ensures that professionals know from each other who is involved with the child and the family. Using the VI provides early detection of care for children and adolescents. The VI provides clarity, cooperation and good agreements between the various professionals and the parents. Cooperation between professionals and the parents is very important as in this way the child and / or family can be well supported.

What are the benefits?

By using the VI parents do not need to tell their story each and every time. It also prevents there being two or three different professionals involved in the family, who do not know of each others involvement and could give different advice. In addition, it can be agreed which party assumes control and thereby contact for the parents and other parties.

How does the reference index work?

The internal counsellor (special needs coordinator), youth nurse, the leader of the playgroup, someone from youth or another professional is concerned about a child. He or she commits to the child by signalling the

child in the VI (reference index). Only the professional's name, linked to the name of the child is put in the system, no substantive information. The parents will be informed in writing of the registration in the VI.

The VI is only accessible by professionals. It may be that there are more professionals who care about the same child, and have indicated this earlier. If that is the case, these individuals receive an email so that they can tune in to each other. At the point where professionals wish to share information about a child and or family, the parents must give written consent. A plan is then made to assist the child and possibly also the family.

Right to privacy

Once it goes well again with the child, the signal is rendered inactive. The signal is still visible for some time for any professionals who later give a signal. After no more than 7 years, the signal disappears from the system. Outsiders cannot access the system. The VI is available only to professionals, counsellors and others who have been given access rights. This is regulated by law.

(Translation from Dutch by L.Rea)