

2023
2024

School Guide



**Elckerlyc International
School - The Netherlands**



Dear parents and carers,

Welcome to Elckerlyc International School. In our School Guide you will find important things you need to know about our school. We are a small local school where our aim is to help you and your child feel at home as quickly as possible. Knowing that every child is unique, we strive to help our students develop into valuable members of a global society. It is our task to identify how best to support them on this journey. Elckerlyc International is a member of The Dutch International Primary Schools (DIPS). This means that our school offers international education embedded in a Dutch context; as such we operate within the framework of the Dutch educational system. As we are partly funded by the Dutch government, we can ensure that education at our school remains affordable for expat families.

Here at Elckerlyc, we believe education is much more than numeracy and literacy. It is also about responsibility, dealing with our own and other people's emotions, respect and communication. We are aware that we can only achieve our goals if there is a good, cooperative relationship between staff and parents. Our School Guide provides information about what is happening in your child's school. In addition to this you will receive information via email and app and you will be invited into school on a number of occasions to discuss your child's progress or education in general.

We wish all children, parents and teachers a very successful school year here at Elckerlyc International.

Lesley de Quartel

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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 further important details including:

- a description of the education we offer
- our care plan for students
- 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 The name of the school Elckerlyc

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 governing authority of private schools is an administrative body governed by private law. There are three types of school board or governing 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.

The number of members that make up the governing 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 International School (EIS) is the international branch of Elckerlyc Montessori Basisschool under the ruling of Dutch legislation called “Internationaal Georienteerd Basis Onderwijs” (IGBO). As two schools under one roof they are part of Stichting Montessori Onderwijs Zuid-Holland (MZH), a foundation governing four more Montessori schools. The five Montessori schools and Elckerlyc International School combine their administration but at the same time maintain the character of the individual schools as much as possible.

The MZH has a non-executive board of five independent members, supervising the executive board of two members. The executive board is responsible for the policy of the foundation and acts as the employer of all teachers and other staff of the affiliated schools, whereas each school has its own director. The executive board and the school directors form the management team of the MZH.

The management of Elckerlyc consists of the director, representing the two schools in the management team of the MZH, and deputy director, acting as head of the International School.

According to Dutch law staff members and parents have a say in the school policy. The (Joint) Participation Council has the right of information, advice and approval on a specified number of issues.

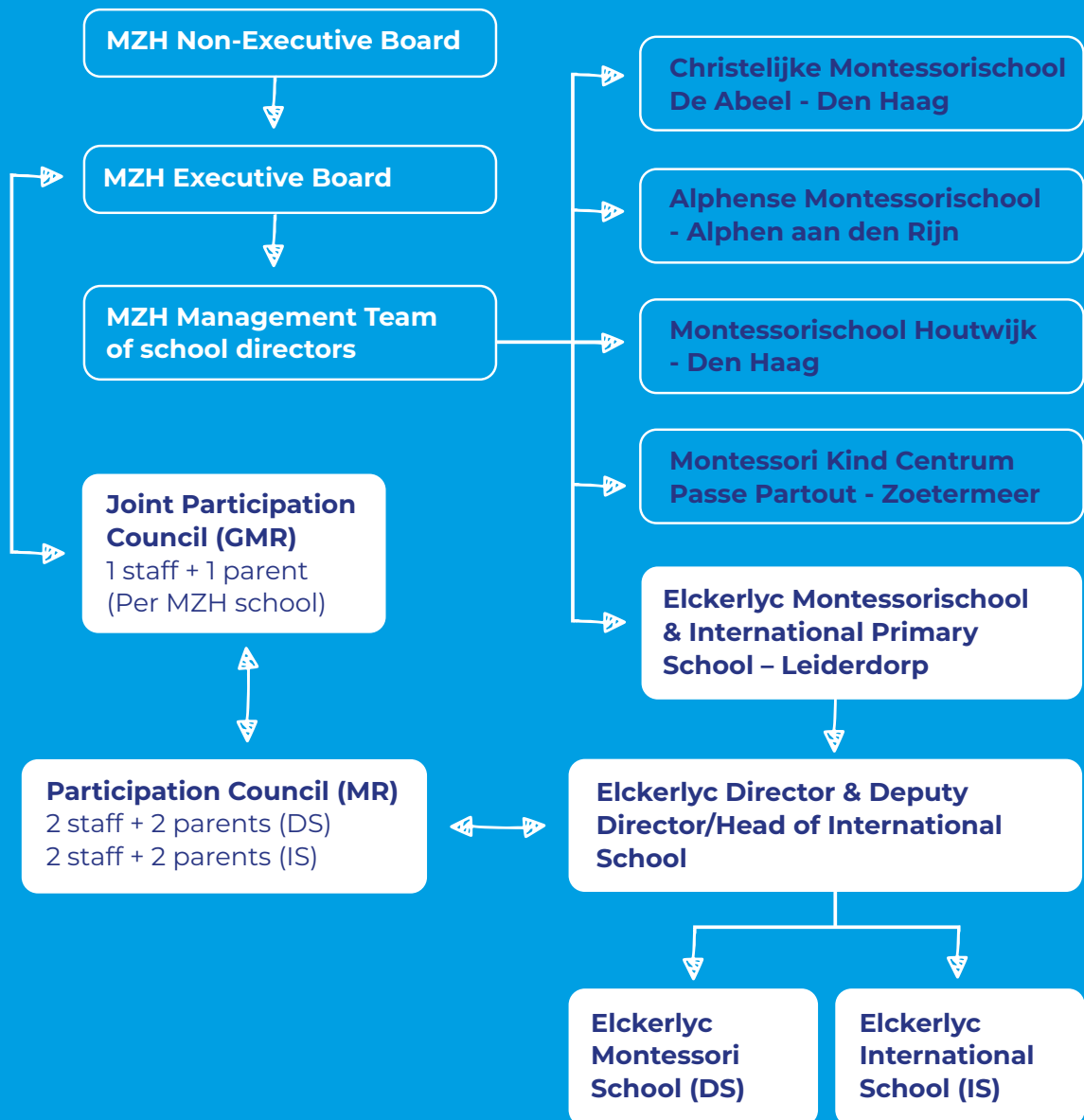
1.3 Internationally Oriented Education (IOE)

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. Further information can be found via the DIPS (Dutch International Primary Schools) website: <http://www.dutchinternationalschools.nl>. 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 acclimatise 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 26 regular Dutch schools for primary education and 22 schools for secondary education, spread throughout the Netherlands.

1.4 Organisational Structure of the school



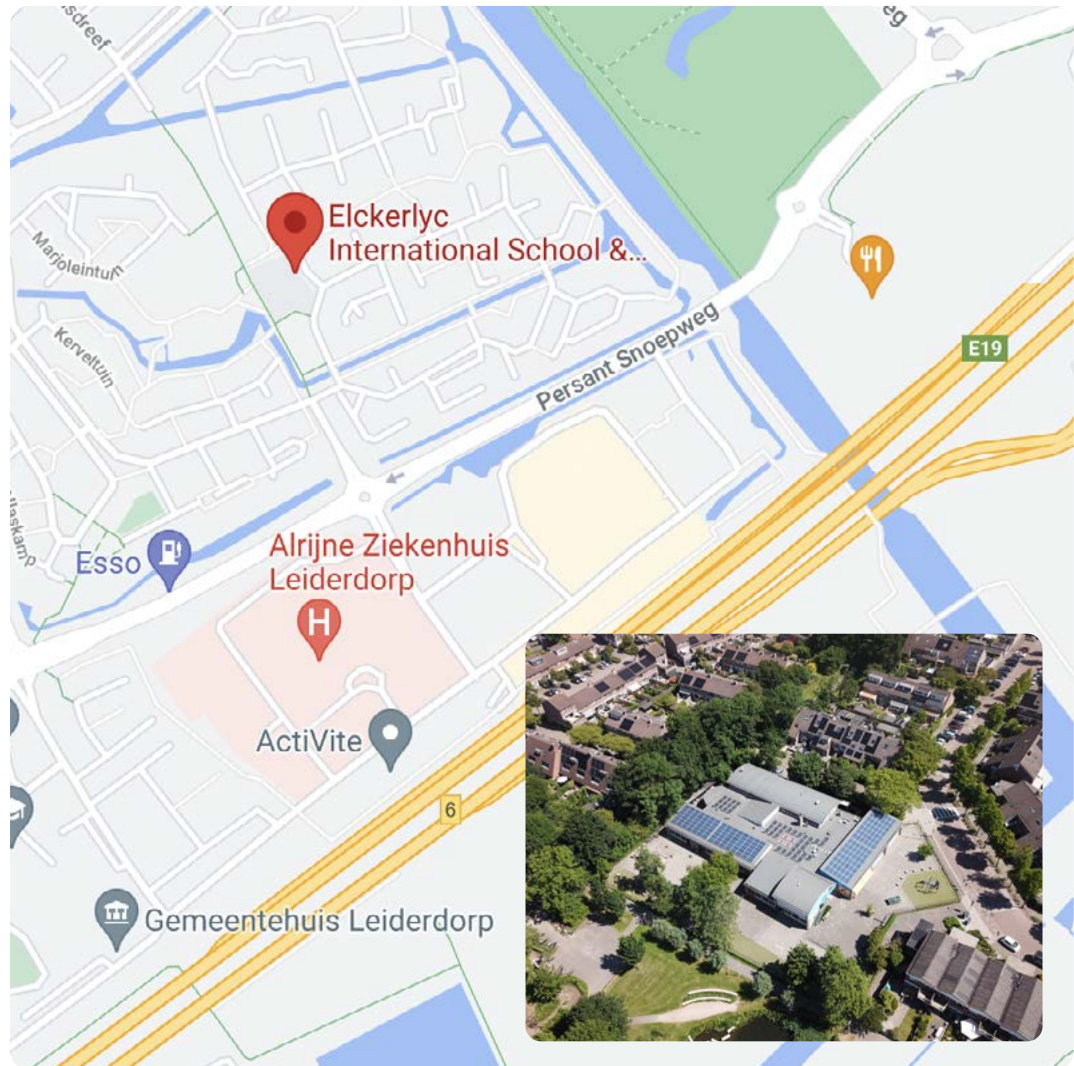
1.5 Organisation of the school

The International School has approx. 150 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 language support, Dutch as an Additional Language, Learning support assistants and Administrators.

The Dutch School consists of approx. 150 pupils, divided over 6 groups. Besides the group 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



Source: Google Maps

1.7 Parking

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. Please be considerate and careful with our students.

Please do not park to the right of the building (as you face the school) between the fence and the houses. The taxi bay at the front of the school has restricted parking times – please see the sign displayed there for details. Parking along the road in unauthorized spaces or double parking may result in a fine.

A map of alternative parking areas is available from the office.



Our Philosophy



2.1 Mission, vision, strategy, and legal objectives

“Learning together,
growing together.”

Mission

Elckerlyc International School is a warm and welcoming, culturally diverse community. We provide opportunities for children to discover and explore their strengths and abilities, through an engaging curriculum.

Vision

We inspire our students to become responsible, resilient, globally and environmentally aware learners. We foster empathy and responsibility, providing opportunities for children, as unique individuals, to flourish.

Strategy

To achieve this, we:

- follow the IEYC and IPC curriculum, with a focus on personal and academic goals;
- develop emotional maturity through our PSHE program Jigsaw;
- promote all our languages to enable learning;
- recognise the importance of developing strong academic and social language in English;
- integrate into Dutch society by learning about its language and culture;
- create an environment that develops knowledge and respect for different cultures;
- build a trusting partnership between home and school;
- provide opportunities for quality professional development for staff.

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



The Education



3.1 Groupings

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 transient community we have chosen a single-age classroom grouping. 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. In order for a student to transfer to the next group, they must have satisfactorily completed the targets for the present group, attaining the necessary fundamental skills and knowledge in all learning areas.

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

3.2 Educational Programmes

General

Students are assigned to classes primarily based on age. However, factors such as previous reports, 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 Head of International School. A four-week trial period in the class to which the student is assigned is mandatory.

Group 0

Group 0 offers a stimulating enquiry based programme following the International Early Years Curriculum (IEYC). The IEYC is ideal for the transition phase between early and formal education and is based around exciting themes which capture children's curiosity. It is for children aged from 3 to 4 years, and uses international best practices and holistic enquiry, play based approaches that cover all curriculum areas including personal, social and emotional development. The Group 0 programme is planned and delivered by trained pre-school specialists. Children may start in Group 0 after their third birthday. Please see the [Group 0 guide](#) for more information. It is not compulsory for children to attend gp 0 to be considered for admittance to the rest of the groups.

Group 1

Recognising that four-year olds have different developmental needs, the Group 1 programme offers an extension of the Group 0 programme following the International Early Years Curriculum (IEYC) 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

English Language and literacy skills are taught using materials and resources based on the British National Curriculum English 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, teamwork, 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.

International Primary Curriculum (IPC) and International Early Years Curriculum (IEYC)

IPC

The International Primary Curriculum (IPC) is a comprehensive, integrated and inquiry based curriculum. Used by Elckerlyc International School since September 2002, the IPC is approved by the Dutch Ministry of Education as well as being established in over 1000 schools from over 90 countries from around the world.

The learning goals of the curriculum are split into four age bands covering the primary years: Early Years (3-5 years old), Milepost 1 (5-7 years), Milepost 2 (7-9 years old) and Milepost 3 (9-12 years old). Whilst the Early Years age band follows the IEYC (more information below) in the other age bands, there are three strands of Learning Goals: Subject goals, Personal Goals and International Goals. The personal goals help the children to become ready for the wider world. By promoting and reinforcing these, we aim for the children to be:

- adaptable
- ethical
- a thinker
- a communicator
- empathetic
- respectful
- resilient
- a collaborator

Subjects covered in most units of the IPC include history, geography, science, art, design, IT, PE, music and society, and through most units of work, links are made to the host and home countries.

Each Group from 2-7, during the course of the year, studies several units that may last anywhere from 4 to 8 weeks. In each unit of study, the teachers cover the learning goals as outlined by IPC, as well as following the children's interests and making plans for the individual needs in the class. Your child's teachers will inform you of the units of study and its contents. Parental involvement is an important part of the overall implementation of the IPC topics and your child's teacher will contact you about ways to be involved.

IEYC

The International Early Years Curriculum (IEYC) is an inquiry-based curriculum built for children between the ages of 2-5 years old. It helps to build the foundation of learning for the children before they move on to the International Primary Curriculum (from Group 2+).

There are 8 learning principles that the IEYC is based upon, they are:

1. The earliest years of life are important in their own right.
2. Children should be supported to learn and develop at their own unique pace.
3. Play is an essential aspect of all children's learning and development.
4. Learning happens when developmentally-appropriate, teacher-scaffolded and child-initiated experiences harness children's natural curiosity in an enabling environment.
5. Independent and interdependent learning experiences create a context for personal development and are the foundation of international mindedness.
6. Knowledge and skills development lead to an increasing sense of understanding when children are provided with opportunities to explore and express their ideas in multiple ways.
7. Ongoing assessment, in the form of evaluation and reflection, is effective when it involves a learning-link with the home.
8. Learning should be motivating, engaging and fun, opening up a world of wonder for children where personal interests can flourish.

The subjects in the IEYC are known as 'learning strands' which support the learning and development of young children.

These are:

- Independence and Interdependence
- Communicating
- Enquiring and Healthy Living
- Physical Well-Being

Each learning strand has two phases which reflect the children's skills and understanding and allows for differentiation, there are called Phase A and Phase B. Phase A provides an entry point for the children, whilst Phase B offers more of a challenge.

Group 0 and 1 follow the IEYC and cover different units throughout the year, using the learning strands to observe and support the children, and key principles to develop the planning. Your child's teacher will inform you about the different units that will be covered throughout the year, and may ask for your involvement in certain ways, such as sending photographs or volunteering on outings.

Jigsaw is a whole school Social and Emotional programme that we follow at Elckerlyc. Jigsaw equips children to thrive in today's world, building resilience and self-esteem and helping them understand real issues e.g. body image, cyber and homophobic bullying and online safety. Each year group studies the same Puzzle at the same time, at their own level, (sequentially building through the school year), facilitating whole-school learning themes. Jigsaw is closely linked to the IPC and reinforces the IPC Personal Goals and IEYC objectives.

Information and Communications Technology is used across the whole school to complement and reinforce the IPC curriculum with devices/tablets 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. The school has a protocol regarding the use of social media. Our aim is to teach children how to be safe whilst using the internet and social media. It is also stipulated that the parents and the school have a joint responsibility and that usage is expected to fall within an acceptable set of guidelines

3.3 Specialist and additional subjects

Music

At Elckerlyc, we know that taking part in musical activity, singing in particular, brings about positive benefits for individuals, communities, schools and society in general. Creating music supports learning, personal and social development, promotes health and well-being and bonds communities of people like no other activity. Elckerlyc encourages and supports musical activities with children so that they:

- Learn to sing well and enjoy singing.
- Develop musical skills and understanding.
- Experience the wider learning and developmental benefits that music provides.
- Experience long-term benefits to their health and well-being.

All the children have weekly music lessons from a specialist music teacher. To understand a basic knowledge of harmony, group 7 will have an introduction to guitar playing. Elckerlyc will provide an instrument for each pupil to take home and study. Every week the students need to bring their instrument to school. Performances include singing, playing and moving to music. Children have the opportunity to use these skills in assemblies, productions and concerts.

Physical Education

In physical education classes, students learn to move better, get acquainted with different exercise activities and are stimulated to push their own limits. Within the various components, the students, through differentiation, are challenged to develop at their own pace and within their own capabilities an active and healthy lifestyle. Pupils learn to complete tasks to initiate and maintain an exercise activity independently or together. Working together promotes communication, cooperation and the development of social skills.

Each group receives physical education from a subject teacher once a week. The lessons of groups 1 and 2 are given in the small gym in the school building. Groups 3 – 7 in sports hall De Bloemer, a short walk away.

Sports day:

Once a year they participate in the Koningsspelen (King's Games).

Extra sports activities outside school hours:

Outside school hours, students are offered the opportunity to participate in additional sports activities free of charge, provided that a subsidy is available.

Within the extra sports activities, children can get acquainted with different sports they have yet to experience.

Practical information:

Participation in the lessons is done in shorts, a T-shirt, sports socks and sports shoes that may only be used indoors. Wearing jewelry is not allowed (ear studs are allowed). A rubber band to keep hair out of the face is useful.

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. Children are assisted by parent volunteers.

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 and necessary. Group 6 & 7 participate in a three-day camp during the year.

3.4 DAL (Dutch as an Additional Language)

Dutch (DAL)

The teaching of our Host country language and culture is an important part of Elckerlyc International School. The aim is to teach the Dutch language to non-dutch 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 language teachers. In groups 0-3 Dutch is taught twice a week and lessons include everyday vocabulary and are animated by songs, nursery rhymes, stories, films and games.

In groups 4-7 Dutch lessons 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 per week in gp 4 and once per week in gps 5-7.

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 group which would better meet his/her needs. As students progress, they acquire not only a facility in oral expression but basic 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.

3.5 English Language Learners

At Elckerlyc, we celebrate the multilingual background of our English language learners (ELLs). Research shows that a strong home language contributes to the development of a strong second language and at Elckerlyc we encourage our students to maintain their home languages whilst learning English. As English is the main language of instruction, we assess all new students' language proficiency and then put appropriate support in place. An intensive course is offered (with additional costs) to all beginners and ELLs are also supported by the English Language teachers in class or in a small group, depending on the focus of the lesson.

3.6 Special Educational Needs

All children learn in different ways and at different rates. As a result, it is sometimes necessary to provide additional support to individuals and groups of children to help them successfully access and improve learning.

Where children need a modified program within a group, an Individual Educational Plan (IEP) is written.

Individual Educational Plan (IEP)

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 an 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.

If there are questions regarding a student's needs that fall outside of the basic support, a consultation with the Ondersteuning team (OT) will be organised. At this consultation, the advisor Primair Passend Onderwijs (PPO), and or the school health department (CJG) will take part, as well as the parents, the teacher and the special needs coordinator. During the OT, the manner of support required by the student and or the teacher and or the parents will be discussed.

When a student has a diagnosed learning and or educational 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 group basis. When the needs of the child are no longer able to be met within the school, Elckerlyc reserves the right to recommend a transfer to an alternative school which we believe can provide more appropriate education for the child's needs.

Repeating a year group

In order to achieve success, some students may need to repeat a year group. The purpose of repeating a year group 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:

1. work at his or her own pace;
2. be expected to complete assignments with specific modifications;
3. use special books or materials to meet his or her needs;
4. leave the class at times to work with a specialist support teacher;

Whilst we are an inclusive school, admission and continuation at Elckerlyc is dependent upon our school programme being suitable for the child. We will do our best to accommodate all children but there are limitations to the service and support we are able to provide. Elckerlyc reserves the right to recommend a

transfer to an alternative school which we believe can provide more appropriate education for the child's needs.

3.7 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. We welcome parental participation in school to provide opportunities for children to further understand belief and festivals.

3.8 Use of additional staffing

By means of the compulsory tuition fees the International School is able to keep their pupil – teacher ratio below the average pupil - teacher ratio, seen in Dutch schools (20/22 against 28/32). Besides the classroom composition we also use these funds for employing specialist staff, Special Needs Education, ELL 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.



The Students



4.1 When entering the school – admission to the school

A registration of interest is made via the website. If placement is considered possible, applicants are invited to complete the Online Application form and are invoiced for the registration fee.

The application process asks for the following:

- 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 child's birth certificate.

It is then possible to make a visit to school, preferably with the child. Successful applicants are then added to the waiting list for the relevant group and intake year. Final decisions are made when we are clear how many places are available. A proposal is then made to parents re the class placement and a letter of offer/refusal is made.

In addition to age, factors such as previous reports, physical and emotional development and other relevant details are considered. Parental preferences will be considered, but the final decision rests with the Head of International School. A four-week trial period in the class to which the student is assigned is mandatory and is regarded as an assessment period. Class placement may be recommended and changed during this period after teacher/parent consultation.

Student reports from previous school

The School requires student reports from the applicant's previous school, in English, before any student is considered. 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. Elckerlyc reserves the right to carry out its own assessments, in addition to any information received.

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 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 (gps 1-7). 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 Speech Therapy

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.

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.

4.4 Student Monitoring System

Through the use of standardised tests we compare our students' performance with that of a norm group (UK standardized) 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 EIS has a Special Needs Teacher (IB) and specialist support staff. 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. PPO Regio Leiden (Primair Passend Onderwijs), Onderwijs Advies and CJG.

4.5 School Doctor

The school doctor and the department youth health care (CJG) can support you and your child's school to keep track of the health and development of your child. The health team examines your child several times during their school career. At the first check in Group 2 special attention is given to the growth, weight, hearing, vision and general development of your child. In Group 6 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 CJG Centre for Youth Health Care in Leiderdorp.

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 difficulties with sight, motor skills, but also emotional problems. In order to decide the right treatment the youth doctor also 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 CJG if the parents request this. You can make an appointment yourself 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. If a youth doctor finds a small health problem they can propose checking this regularly or discussing the result of the recommendations after some time.

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 CJG 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 CJG 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 CJG.

Further information?

If you have any questions you can make contact anonymously via 088-254 23 84 or via the website www.CJGleiderdorp.nl.

4.6 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 has close links with the Rijnlands Lyceum in nearby Oegstgeest and Wassenaar. 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). 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. 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 and The European School of the Hague. If you would like any advice on any other schools in The Netherlands or abroad, you can contact the Head of Elckerlyc International School. Secondary schools offer open days early in the year which we would encourage parents to attend.

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

4.7 After-school activities

Any after-school activities such as chess, drama, music or additional sport activities organised will be published via email, newsletter or the app.

4.8 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 will be obtained from parents before any child is taken off site.

Annual School camp/Annual School trip

Groups 6 and 7 have a 3 day/2-night school camp. All other groups 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. The sports committee is composed of staff and parents.

4.9 Student Safety

Every effort will be made to provide for the safety of students through our rules and policies, 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.

Elckerlyc has 9 qualified Emergency Response Officers (BHV-ers): Lesley de Quartel, Clare Harris, Selma Gallacher, Darren Hillyer, Martien Smit, Annelies de Bruin and Hannadea van Rekom. Please feel free to contact them with questions/queries relating to student safety.

Injury or serious illness

When accidents or serious illnesses occur at the School, the BHV-er or EHBO will be called at once to assess the situation. A decision will be made as to whether parents need to be alerted or asked to take the child home. 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 Head of School and 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. For further information and guidelines please visit <http://www.rivm.nl>.

Absence Owing to Illness

The following are guidelines for absencing 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;
- Other symptoms suggestive of acute illness.

Parents are encouraged to use these guidelines at home in judging whether 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, if it is considered necessary. When keeping a child at home due to illness, parents should follow the Absence Procedure outlined in this handbook.



The Staff



5.1 Staff (August 2023)

Director Elckerlyc Montessori Basisschool & Elckerlyc International School	Vacancy
Head of International School/ Deputy Director Elckerlyc Montessori Basisschool & Elckerlyc International School	Lesley de Quartel Email: Lwaddell@elckerlyc.net

Staff (Groups 0-3)

Group 0	Inbal Tzfadia (M,Tu,W) Adél Smit (Th,F) Roberta Di Ferdinando (M-F)
Group 1	Adél Smit (M,Tu) Laura Verbeek (W,Th,F)
Group 2	Ester du Plessis (M-F)
Group 3	Winnie Ingolo (M-F)
Reading coordinator	Kay Lennon (M-F)

Staff (Groups 4-7)

Group 4	Sharon Habesch (M,T,W,F) Christina Louwman (Th)
Group 5	Suzanne Mostert (M-F)
Group 6	Ida Bloklander (M,T,W) Clare Harris (Th,F)
Group 7	Catie Heemskerk (M,T,Th,F) Christina Louwman (W)
Reading Support	Kindra Heaton (T,W,Th)

Specialist Staff

Dutch as an Additional Language (DAL)	Mariken Ederveen (M-Th)
English Language Learner (ELL)	Christina Louwman (M,T)
Special Educational Needs (IB)	Lesley de Quartel
Curriculum Enrichment - LIT/NUM SUPPORT	Ann Cable (M) Helen Janse van Vuren (T,Th) Adél Smit (W) Sally Johns (M-F)
Physical Education	Ginny Severien (M,Th,F)
Music	Trevor Howe
Administration	Lisette Jansen (M,W,Th)
Concierge/Caretaker/ ICT/Administrator	Darren Hillyer

5.2 Substitutions

The EIS 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.

5.3 Educational Support Staff

EIS employs staff to provide education support across all age groups.

5.4 Student Teacher 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.

5.5 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.



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
- lunch supervision (see 6.7 for further details)
- group projects/research
- library activities
- group parent representatives
- logistic assistance
- 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 group activities
- acting as an informal contact for new parents
- helping organise class displays, activities etc
- 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

EIS has a Welcoming Committee with a general purpose of aiding and providing 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 several channels, including:

- Regular messages via email
- Newsletter
- A school website and free downloadable app
- This handbook
- 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.
- MR – see 6.6 for details

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 exceptions be considered. As the law does not prescribe which information should be shared, our school policy will be used as the guideline.

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.

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 emails,
- 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 must be provided, in writing to the Head of school and Director.

6.5 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.

6.6 Medezeggenschapsraad Raad (MR) - Parent Teacher Participation Council

The Medezeggenschapsraad (MR or Parent Teacher Participation Council) is the only body of parents and staff which has an official status. School management and the Board of Governors (comprising 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 the Board. The contact email is mr.elckerlyc.leiderdorp@gmail.com.

In our school, 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 School and 2 parent representatives and 2 staff members for the International School.

The MR communicates with its constituency, the parents, by means of the EIS App, and the Bulletin Board. Copies of the approved minutes of public MR meetings are available on request from the above email address.

MR members this year:

Sally Johns	Staff representative International School
Tinashe Ngoro	Parent representative International School
Tanja Kleerekoper	Staff representative Montessorischool
Maaïke Liem	Parent representative Montessorischool
Annemiek Paadekooper-Pauw	Parent representative International School
Lotte Straasheijn	Parent representative Montessorischool
Laura Verbeek	Staff representative International School
Henriette Versteegen	Staff representative Montessorischool

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 can help between 11:45 and 13:00 for one or more days per week, please contact the school office. A 'job description', including codes of conduct for supervisors as well as students is available upon request.

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 home/school 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. 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. Several 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 (Head of International School Lesley de Quartel) 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.

When considered necessary both children and parents may involve the contact person Winnie Ingolo. She is independent and respects privacy of parents and pupils.

In certain issues, e.g. sexual intimidation, the party with the complaint, may want/ need to contact one of the official school confidentiality representatives. Winnie Ingolo can help you with the procedure.

If parents feel a complaint is not properly or satisfactorily handled there should be opportunity to have the case considered by the independent National Complaints Commission. (Stichting Geschillen Commissies Bijzonder Onderwijs (GCBO)
Postbus 82324, 2508 EH Den Haag. Mail: info@gcbo.nl

Further details can be obtained from our Intern Begeleider/Special Educational Needs Coordinator Lwaddell@elckerlyc.net.

6.10 Parental Financial Contributions

A child is registered with the School upon receipt of a completed online application (available via the website) accompanied by a non-refundable registration fee of € 200.

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:

- completed online 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 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. The final decision for admission rests with the Head of the International School.

Children qualify for places at Elckerlyc International School if they fulfil the following criteria:

- The student has a non-Dutch nationality (or: also a non-Dutch nationality) and has a parent who is working in The Netherlands (or in a Dutch border region) for a limited time;
- The student has the Dutch nationality and has lived and gone to school abroad for at least two years because a parent was stationed abroad;
- The student has the 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 of the parent's employer.

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. The registration fee of €200 (or €215) has to be paid before the applicant is added to the waiting list for the relevant group.
2. The school fees for an academic year in Groups 1 - 7 are € 3800 per child. (valid until July 2024). Fee invoices for the coming year are issued in April.
3. The school fees for an fulltime place in gp 0 are € 7110 per child (valid until July 2024). Fee invoices for the coming year are issued in April.
4. No discounts will be given in the case of more than one child from the same family attending the International school. Instalment payment is possible on request.
5. If a child begins attending the school at a date other than the official start of the academic year in August/September, the school fees will be calculated pro rata, plus one month.
6. School fees are calculated on ten-month basis plus one month when a child leaves.
7. Parents are requested to pay the school fees within the time set on the invoice. Should this not be possible, the fees can be paid in two instalments. Fees of students joining the school after January are payable in full before the student(s) start(s) school.
8. 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 International School will be offered to those currently heading the waiting list.

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 Christina Louwman (clouwman@elckerlyc.net).

6.11 Notice of withdrawal

Notice of a student's withdrawal must be given to the office administration 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 activities. 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 Head of School and/or 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. Contact will be made via class reps, push notification via the app and email to inform parents of any closures or emergencies.

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 and leave the premises immediately. Where parents know that they are unavoidably late for collection, they should phone to inform the office. Supervision by staff will end 15 minutes after school and children must then be supervised by parents/carers off the premises. Where parents/carers are repeatedly late, an appointment will be made with the Head of school or Director to discuss alternative possibilities.

Any child who must 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. Please inform us of your after-school arrangements in writing.

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 snack and 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 as 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 ensure that you provide a nutritious lunch and snack and 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.

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.



Dutch- Government Inspection



7.1 Inspection Report

As a Dutch International School, we are inspected on a regular basis by The Dutch Inspectorate of Education. They are responsible for the inspection and review of schools and educational institutions and ask the questions “What is being done right? What could be done better? And what needs to be done better?”. In common with all government subsidised schools, EIS is inspected and evaluated regularly by the Education Inspectorate. The most recent inspection report from April 2019.

Elckerlyc International Primary School

Educational process	O	V	G
OP1 Education offered			.
OP2 Student tracking			.
OP3 Curriculum design			.

Elckerlyc International School offers a very broad and attractive range of options

With the International Primary Curriculum and the International Early Years Curriculum, Elckerlyc International School (Elckerlyc IS) offers a broad and attractive and, above all, future-oriented range of options for all pupils. Across the board, the various options and programmes are well-integrated. The projects developed by the pupils in cooperative groups cover all subjects. The pupils have the opportunity to use the many materials provided by the school.

The learning environment created in the classrooms as well as in the ancillary rooms and corridors is very attractive and provides ample challenges.

The teachers show good insight into the development of the pupils

The teachers monitor the development of the pupils, both during the lessons and when the pupils are working on projects. This allows the teachers to respond quickly and adequately to problems that individual pupils may have. Should any pupil fall behind, which rarely happens at Elckerlyc IS, a step-by-step process is initiated in which the pupil and their parents are involved. Compared to international standards, the pupils achieve high scores in the basic subjects of English and mathematics. For extra support, the partners (teacher, pupil, parents, and IB-er/pedagogical adviser, if necessary supplemented with help from the grouping) draw up a plan in which a dedicated didactic approach, with detailed problem analysis, is laid down. From group 3 and up, the Elckerlyc IS carries out assessments for English, mathematics, and spelling. In groups 5 and 7, the pupils take cognitive ability tests (CAT). In all, the school has a very complete and customised (international) system for accurately mapping the development of its pupils. The analyses of these data yield solid group overviews and individual education plans (IEPs), which teachers evaluate every 6 to 8 weeks with the pupils. All this is embedded in a fully cyclical process. Teachers systematically monitor pupils not only in the basic subjects but in all areas of study.

The didactic actions of the teachers are of a high standard

All the lessons we observed were lively, interesting, and captivating for the pupils. In a sense, the teachers function as coaches, giving instruction, guidance, and specific feedback on demand and on supply. They do so while the pupils are working independently, alone or in groups. The pupils are eager to learn, ask many questions, and explore topics on their own, in books or online. The teachers clearly have high expectations of their pupils and frequently challenge them. Learning the English language is paramount in all classes. It is a delight to see how quickly the pupils pick up the language, even if English is their second language, how they communicate with each other and assist and help each other where necessary. The pupils feel that the lessons and learning are fun and engaging, the interactive IPC lessons in particular. They appreciate the helpfulness of their teachers.

Quality assurance and ambition	G		
	O	V	G
KA1 Quality assurance			.
KA2 Quality culture			.

Quality assurance is above standard

Elckerlyc has a proper quality assurance system, implements it consistently and well, and has clear and concrete (annual) plans. The team members discuss the test data and development of the pupils. In order to deal with the continuous entry and exit of pupils, a comprehensive system has been set up, in which each pupil is quickly categorised and provided with an individual plan. The director and the deputy director carry out regular class visits, followed by feedback interviews. Collegiate consultation is a matter of course at Elckerlyc. Collective learning does not only apply to the pupils, but also to the teachers. Elckerlyc IS' (annual) plans have clear and ambitious goals, which are regularly evaluated. The goals are based on international standards and clearly tailored to the school's pupils. Within the MZH, Elckerlyc IS is autonomous but works closely with other IGBO schools in the Netherlands. In addition, there are joint activities with the Elckerlyc Montessori school, which is housed in the same building.

The quality culture is good

We assessed the quality culture as good, also because the school permeates an atmosphere of working and doing things together. The school has a very committed team, and everyone agrees with the ambitions of the school. When we interviewed the teachers, they indicated that they are very proud of the pupils and the school. The pupils show a lot of respect for each other. There is a sense of community in the school, which other schools would do well to emulate. We have clearly observed a joint effort to further increase professionalisation, to improve together, and to be critical of each other. In addition, the teachers indicated that they have great confidence in the management team.

Accountability and dialogue

The school, its management, and its teachers at all levels communicate their actions to the parents, the management, and the board. Accountability is embedded in the quality assurance system. In addition, parents and other interested parties are extensively informed about the educational results: in the school plan, via the website, and in newsletters. The school primarily discusses developments in (international) education with the other IGBO schools in the Netherlands, but its management and team also maintain frequent international contacts with, for instance, schools in the United Kingdom. Elckerlyc IS is an open, close-knit, and friendly community with a focus on preparing pupils for the rest of their (international) lives, which has tailored its policy, vision, and mission to its special and specific pupil population.



School hours and holidays



8.1 Holiday Schedule 2023 – 2024

First day of school	21st August 2023
Leidens Ontzet	3rd October 2023
Autumn Holiday	14th – 22nd October 2023
Christmas Holiday	23rd December 2023 – 7th January 2024
Spring Holiday	17th February 2024 – 25th February 2024
Easter Holiday	29th March 2024 – 1st April 2024
Kings Day	27th April 2024
May Holiday	29th April 2024 – 10th May 2024
Ascension Holiday	9th May 2024
Whitsun Holiday	20th May 2024
Summer Holiday	13th July 2024 – 25th August 2024
First day of school	26th August 2024

Details of the school times and breaks for each group can be found via the website.

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 or attend training elsewhere. These days deal with team building, individual career planning, English, 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 Professional Development days for this school year on our annual calendar available via the website or the app.

8.3 Educational Attendance Regulation

In order to prevent unauthorised 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.

- **Illness:** When your child is ill, he/she is unable to attend school. Notify the school at once by telephone, leaving a message if no one is available to answer or via the school app. School needs 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 unauthorised absence, they have to inform the Educational Attendance Officer.

- **Permission form:** Permission for extra leave can be requested via the school app.

8.4 Leave outside the school holidays

Permission for extra leave may be granted under article 11 of the Education Act 1969 (and upheld in subsequent revisions). The request must be made by the parents/guardian at least one month before to the Head of International School/Director. If an application is not submitted in sufficient time, a decision before departure cannot then be guaranteed. If your request is for important reasons other than those listed in article 11 and you were unable to give the required prior notice, you may then inform the schools director within two days of the event coupled with the reason. The request should be completed via the school app.

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.

The following are guidelines:

- 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.

If more than 10 school days per school year are requested for leave because of circumstances mentioned earlier, then the extra days need to be requested from the School Attendance Officer with the director as a go-between. Further information is available via <https://rbl-hollandrijnland.nl>.

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 by telephone or via the app giving details of the nature of the illness and the anticipated length of the absence.
- b) Parents are requested to inform the School, via email/app of any ailment which might affect the student's participation in physical education or outside break.
- c) Parents are requested to inform the School, via email/app, 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. Where absence is persistent, school will liaise with Bureau Leerplicht.



School life



9.1 Before and after school care

Elckerlyc works together with the Stichting Kinderopvang Leiderdorp (SKL), Teddy Kids, Catalpa and Floreokids to provide afterschool care. Contact details are available in the office and the website.

9.2 Bus

ESTEC (European Space Agency) organises a bus to and from school for children of their employees. Only ESTEC parents can apply for the bus service via the HR department of ESTEC. Please see the parking restriction sign in the bay at the front of the school as the bus has priority at the beginning and end of each school day. It is a fineable offence to park in the bay during restricted hours.

9.3 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. 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.

9.4 Hygiene

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

9.5 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. Forms are available from the office and should be completed upon admission to school.

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

9.6 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.

9.7 Hallway 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

9.8 Playground Expectations

We, the students at Elckerlyc will:

- ✓ 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.

9.9 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

9.10 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 Bullying

protocol. Any student who persistently bullies will be subject to suspension and possible exclusion from the school.

9.11 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.

9.12 Guidelines for TV/Multimedia use

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

At Elckerlyc, television and multimedia:

- ✓ will be used to support curriculum objectives
- ✓ will be age appropriate
- ✓ will only be used in rare cases for entertainment purposes
- ✓ will not violate copyright law

9.13 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 Head of International School, in advance of any visit. Normally, such visitors are quite welcome for short periods of time.

9.14 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 directly in front of the school. 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 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.
- Do not park in the taxi/bus bay during restricted times.

All children can be dropped at the school gate between 8:15 and 8:30 where they will be greeted by staff. Each group will be brought out at the end of the day back to the gate for parents to collect them.

9.15 Personal Belongings

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.

9.16 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.

9.17 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.

9.18 Lost and Found

A lost and found box is kept in the aula. 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. Smaller more valuable items of lost property are kept in the office.

9.19 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).

9.20 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 directly from the photographer.

9.21 In class videoing

On occasions we may make short video films of your child's class for training/coaching/staff development purposes. These videos are for internal use only and will not be published via the internet or made available to outside agencies. Parental permission will be requested before videoing commences.

9.22 Disciplinary procedures

At the start of the school year 2014-2015 the law with regard to suspension and expulsion was amended. Schools are required by law to inform you about this in the school guide:

1. Suspension has been given a legal basis: As of August 1, 2014 the Law on Primary Education states that a student, with statement of the reasons, may be suspended for a maximum period of one week. This is to fill a gap in the legislation. The period of one week corresponds to the scheme in secondary education. The suspension must be made in writing to the parents. If the suspension lasts longer than one day, the school must also inform the Inspectorate of Education in writing, stating the reasons.
2. Definitive expulsion of a pupil is not possible until after the school board has taken care to ensure that another school is willing to admit the student. Last school year, there was also an obligation to find another school, but this was an obligation to demonstrate that the expelling school had looked for another school for eight weeks. From August 1 2014 there is an obligation for the removing school; a new school must be found for the student. Incidentally

the other school could also be a school or institution for special (secondary) education. However, this requires an admission eligibility certificate from the special education organisation partnership (samenwerkingsverband). This result obligation to find another school is in line with the law currently in force in all secondary schools.

3. Examining the expulsion of the student by an independent Dispute Committee for Individualised Appropriate Education:

There is an independent committee appointed to each school on the basis of the law. This committee is called the Disputes Commission for Individualised Appropriate Education and reports to the Foundation Educational Disputes (www.onderwijsgeschillen.nl). This committee, at the request of parents, will reach a verdict on the decision to expel within 10 weeks of a judgment. Besides disputes over expulsion, this committee also handles disputes (refusal) concerning admission of pupils who need extra support and adoption and revision of proposals submitted on the development perspective of a student.

4. If the parents have made objections to the expulsion to the school board, the school board must await the judgment of the committee before decisions are made on the objection. The committee's decision is not binding. The school board must specify to both the parents and to the committee what it does about the verdict of the committee. If the school board's opinion is different, the reason for the deviation must be stated in the decision. Then parents can turn to the courts. For public education that is the administrative court, and for special education, the civil court. Both courts can initiate an urgent procedure to prevent the expulsion (temporarily). It should be clear that a decision to expel that differs from the opinion of the committee, will be especially critically assessed by the court.

9.23 Confidential person (Vertouwenpersoon)

In addition to the contact person, Elckerlyc also has a professional confidential person (vertrouwenspersoon). This person is an independent person and therefore not part of the school organisation. You can contact him /her with a question or a confidential subject. Our vertrouwenspersoon is Mrs Marion Ferber. Contact should be made preferably via email: marion.ferber@ziggo.nl but in urgent cases you can also call: +31646611833.

(For an educational or organisational question, remark, compliment or complaint please contact the director)

9.24 AVG - Privacy Policy

Elckerlyc takes the privacy rights of the students very seriously. In connection with teaching, guiding students and within the administration of the school, data about and from the pupils are recorded. This information is called personal data. The recording and use of this personal data is limited to information that is strictly necessary for education. The data is stored securely and access to it is limited. The school also uses digital learning materials. The suppliers of these learning materials receive a limited amount of pupil data. The school has made strict agreements with its suppliers about the use of personal data, so that abuse is prevented. Student

information is only shared with other organisations if parents give permission for this, unless this exchange is required by law. Parents have the right to view data from and about their child(ren), have them corrected or removed (if that data is no longer needed). If you have questions or would like to exercise these rights, you can contact the teacher of your child or the school director. Elckerlyc applies a privacy policy available upon request and via the [website](#) which describes how pupil data is dealt with at school, and what the rights are for parents and pupils. For the use of photos and video recordings of students, the school's website or app, permission is requested. Parents may always decide not to give that permission, or to withdraw consent previously given. For questions about the use of photos and videos, please contact the teacher of your child or the school director.

Colophon

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