

2026
2027

School Guide



**Elckerlyc International
School - The Netherlands**



Dear parents and carers,

Welcome to Elckerlyc International School. Choosing a school is one of the most important decisions a family makes, particularly when living abroad or settling into a new country. At Elckerlyc, we understand that education is about far more than academic success. It is about belonging, confidence, relationships and creating an environment where children feel safe, valued and inspired to learn.

We are proud to be an intentionally small international school. Our size allows us to know every child as an individual, to build strong partnerships with families and to provide support and encouragement to help children thrive. Within our diverse and welcoming community, children learn not only about the world around them, but also about themselves and their role within it.

As a member of the Dutch International Primary Schools (DIPS) network, we offer international education within the Dutch education system, combining high-quality teaching with a strong focus on wellbeing, curiosity, responsibility and global awareness. This School Guide contains the key information you need about life at Elckerlyc International School. Alongside this guide, we will keep you informed throughout the year through regular communication, parent meetings and opportunities to share in your child's learning journey.

We look forward to working together to ensure your child enjoys a happy, successful and rewarding time at Elckerlyc International School.

Lesley de Quartel

Director Elckerlyc International School



Klimopzoom 41
2353 RE Leiderdorp
071 – 589 68 61
international@elckerlyc.net
www.elckerlyc-international.nl

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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: PROO

Elckerlyc International School is part of PROO (Stichting Openbaar Primair en Speciaal Onderwijs Leiden en Leiderdorp), the public education foundation responsible for primary and special education in Leiden and Leiderdorp.

PROO provides education for more than 5,000 children across 20 schools, including 18 primary schools and 2 schools for special education. Each school has its own educational profile while benefiting from the support, expertise and shared services of the wider organisation.

As a public education foundation, PROO is committed to providing high-quality, inclusive education for all children, regardless of their social, cultural or religious background.

PROO's core values are equality, engagement, ownership and connection. These values guide the organisation's work and support its aim of providing excellent education with attention for every child.

Elckerlyc International School is an Internationally Oriented Primary Education (IGBO) school and is part of the PROO foundation. While benefiting from the

support and expertise of the wider organisation, Elckerlyc International School maintains its own distinctive international character and educational approach.

PROO is governed by a Supervisory Board and an Executive Board. The Executive Board is responsible for the strategic direction and daily governance of the foundation and acts as the employer of all staff working within PROO schools. Each school is led by its own director, who is responsible for the day-to-day leadership and development of the school.

Parents and staff are represented through the Participation Council (Medezeggenschapsraad, MR) and the Joint Participation Council (Gemeenschappelijke Medezeggenschapsraad, GMR). Further information about PROO and its schools can be found at <https://prooleiden.nl/>.

1.3 Internationally Oriented Education (IOE)

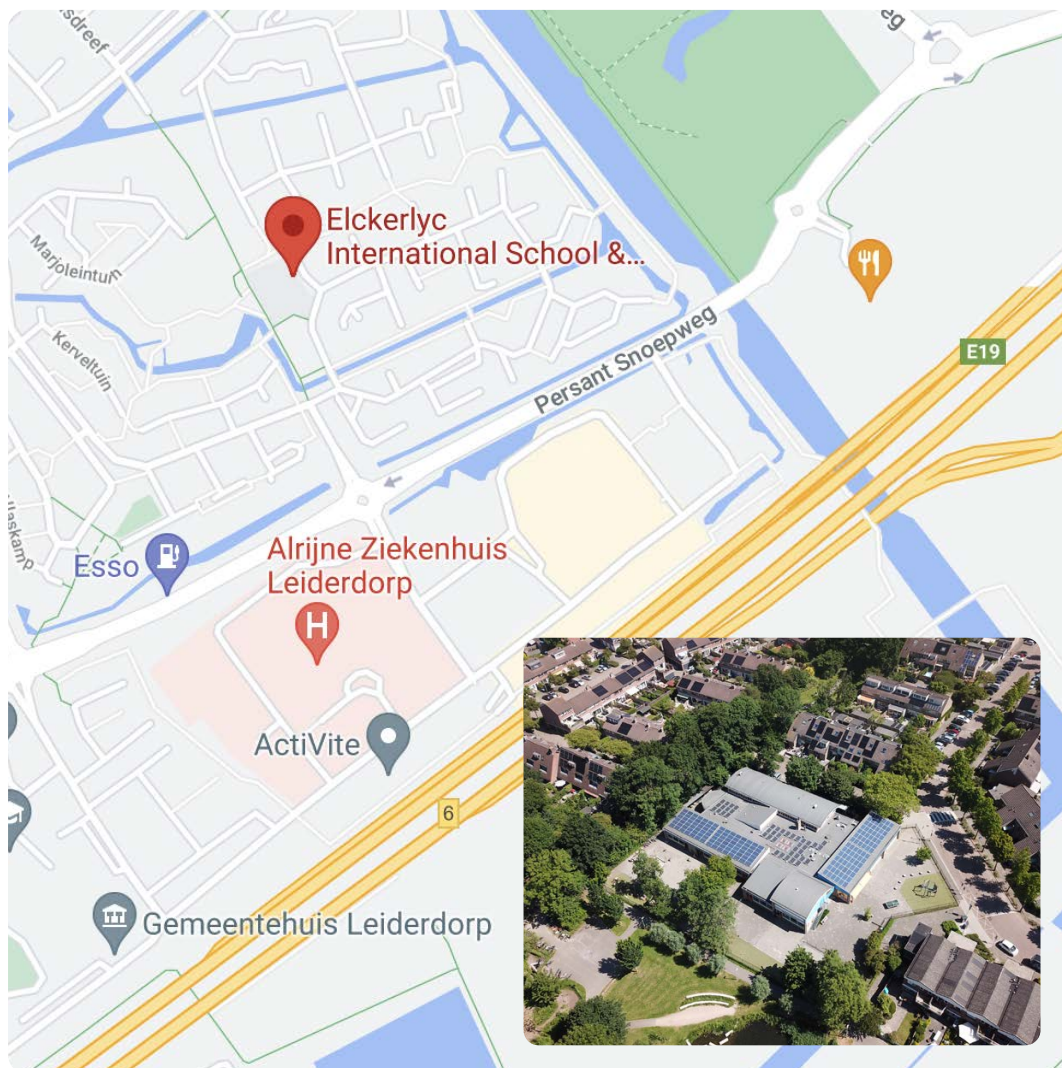
The Netherlands is one of the few countries in the world which offer government-funded educational facilities to meet the needs of an ever-growing expatriate community. Further information can be found via the DIPS (Dutch International Primary Schools) website: <http://www.dutchinternationalschools.nl>. 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 Internationally 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 Location of the school

The school is located at Klimopzoom 41, 2353 RE Leiderdorp



Source: Google Maps

1.5 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.

Our Philosophy

At Elckerlyc International School, we believe that children learn best when they feel safe, seen, and supported. That's why we intentionally remain a small school – so every child is truly known. We are committed to nurturing both academic achievement and personal growth, helping students become confident, compassionate global citizens. Our internationally minded approach values diversity, promotes emotional wellbeing, and builds strong foundations in language, culture, and connection. In partnership with families, we create an inclusive environment where children thrive; intellectually, socially, and emotionally, within a curriculum that encourages curiosity, reflection, and respect for the world around them.



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.

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

3.2 Educational Programmes

General

At Elckerlyc International School, learning is built upon the International Early Years Curriculum (IEYC), the International Primary Curriculum (IPC), an adapted British National Curriculum for English and Mathematics, and the Jigsaw PSHE programme. Together, these frameworks provide a coherent, inclusive and internationally minded curriculum that supports academic achievement, personal growth and global awareness.

Our curriculum has been carefully designed to meet the needs of our international community. We recognise that children arrive with diverse educational, cultural and linguistic experiences and provide a curriculum that supports academic progress whilst nurturing confidence, curiosity, resilience and international mindedness.

Through a combination of structured teaching, enquiry-based learning and meaningful real-world contexts, we aim to develop confident, capable learners who are prepared for their next stage of education and life beyond school.

Early Years

Children in the Early Years follow the International Early Years Curriculum (IEYC). The IEYC recognises that young children learn best through play, exploration, enquiry and meaningful first-hand experiences. It provides a strong foundation for future learning whilst supporting children's personal, social, emotional, physical and communication development.

Learning is planned around children's interests, developmental needs and natural curiosity. Through carefully designed experiences, children develop confidence, independence, communication skills, early literacy and numeracy, creativity and positive relationships with others.

The earliest years of life are important in their own right. Children are supported to learn and develop at their own pace, with play recognised as an essential part of learning and development. Learning takes place through developmentally appropriate experiences that encourage exploration, collaboration and independence. Ongoing assessment, observation and reflection help teachers respond to individual needs and ensure that every child is supported to flourish.

Particular emphasis is placed on developing language and communication, personal and social development, physical development, early reading and mathematical understanding. Children are encouraged to explore, investigate, collaborate and develop confidence as learners within a safe and nurturing environment.

Specialist lessons in Music, Physical Education and Dutch complement the curriculum and provide opportunities for children to develop additional skills and interests.

Milepost 1 (Groups 2 and 3)

During Milepost 1, children build the foundations of literacy, numeracy and enquiry, developing the knowledge, skills and confidence needed for future learning.

English Language and Literacy

English Language and Literacy is taught through an adapted British National Curriculum designed to meet the needs of our international student population. As a Language Friendly School, we recognise that many children are developing English alongside one or more additional languages. We value multilingualism and view children's home languages as an important foundation for learning.

Language sits at the heart of learning. Children develop speaking, listening, reading and writing skills through meaningful experiences, high-quality literature and rich classroom discussion. Strong foundations in spoken language support children's ability to communicate effectively, develop vocabulary and engage successfully with learning across the curriculum.

Reading is taught through a structured approach combining systematic synthetic phonics, vocabulary development, reading fluency and comprehension. Children are introduced to a wide range of high-quality texts and begin to develop a lifelong love of reading.

Writing develops from rich language experiences, literature and purposeful communication. Children learn to express their ideas clearly whilst developing the foundations of grammar, spelling and composition.

Mathematics

Mathematics is taught through an adapted British National Curriculum. Learning focuses on developing strong number sense alongside fluency, reasoning and problem-solving skills. Children are encouraged to explore mathematical ideas, explain their thinking and apply their learning in meaningful contexts.

Strong mathematical foundations are developed through practical experiences, discussion, investigation and the use of concrete resources. Children build confidence in number, calculation, measurement, shape and data whilst developing the mathematical language needed to explain their thinking.

International Primary Curriculum (IPC)

The International Primary Curriculum provides an enquiry-based approach to learning that connects subjects through engaging themes and real-world contexts. In Milepost 1, children begin developing knowledge, skills and understanding through units that encourage curiosity, creativity and exploration. Children are introduced to a range of subjects including science, geography, history, art, design technology and society. Learning is designed to help children make connections, ask questions and develop an understanding of the world around them.

Milepost 2 (Groups 4 and 5)

During Milepost 2, children deepen their understanding, develop increasing independence and apply their learning across a wider range of contexts.

English Language and Literacy

Children continue to develop as confident readers, writers, speakers and listeners. Reading focuses on increasing fluency, comprehension and critical thinking through exposure to a wide range of fiction, non-fiction and poetry. Writing is closely linked to reading and learning across the curriculum. Children write for a range of purposes and audiences, developing increasing control over grammar, spelling, vocabulary and organisation.

Speaking and listening remain central to learning across all curriculum areas. Children are encouraged to discuss, explain, justify and reflect on their ideas whilst developing confidence as communicators.

Mathematics

Children deepen their understanding of mathematical concepts through increasingly complex reasoning and problem-solving activities. They are encouraged to make connections between mathematical ideas, explain their thinking and apply their learning in practical and investigative contexts.

Fluency, reasoning and problem-solving are developed together, enabling children to apply their mathematical understanding confidently and accurately across a range of situations.

International Primary Curriculum (IPC)

IPC learning enables children to develop knowledge, skills and understanding across subjects including science, history, geography, art, design technology and society. Learning encourages children to make connections between subjects, understand different perspectives and develop an awareness of the wider world. Children are encouraged to become active learners who investigate, collaborate and reflect upon their learning. They begin to take greater responsibility for their work and develop a deeper understanding of international mindedness.

Milepost 3 (Groups 6 and 7)

During Milepost 3, children refine their knowledge and skills, think critically, work independently and prepare for the transition to secondary education.

English Language and Literacy

In Milepost 3, children are prepared for the increasing demands of secondary education. They develop independence as readers and writers whilst continuing to strengthen their communication skills.

Reading focuses on comprehension, inference, analysis and evaluation. Children engage with increasingly challenging texts and learn to discuss, compare and justify their ideas using evidence from what they have read.

Writing develops through a range of genres and purposes. Children are expected to plan, draft, edit and improve their work independently, applying their knowledge of grammar, vocabulary and audience. They learn to communicate ideas clearly, effectively and with increasing sophistication.

Mathematics

Children continue to develop fluency, reasoning and problem-solving skills through increasingly sophisticated mathematical concepts. They are encouraged to communicate their mathematical thinking clearly and apply their knowledge to real-life situations.

Learning focuses on developing confident and capable mathematicians who can select appropriate strategies, explain their reasoning and apply mathematical understanding in a range of contexts.

International Primary Curriculum (IPC)

Learning in Milepost 3 encourages greater independence, research skills and critical thinking. Children investigate complex themes, analyse information, present findings and make meaningful connections between subjects, preparing them for future learning and active participation in an interconnected world.

The IPC develops subject knowledge alongside personal qualities and international understanding. Through enquiry-based learning, children are encouraged to become adaptable, communicative, collaborative, empathetic, ethical, respectful, resilient and thoughtful learners.

Jigsaw

Jigsaw is our whole-school Personal, Social and Health Education (PSHE) programme. It supports children's emotional wellbeing, resilience, self-esteem and understanding of relationships. Through age-appropriate learning, children develop the knowledge, skills and attitudes needed to become healthy, responsible and caring members of society.

The programme supports personal development, emotional literacy, positive relationships and responsible citizenship. It helps children understand themselves and others whilst developing the confidence to contribute positively to their communities.

Information and Communications Technology

Technology is used throughout the school to enhance learning across all curriculum areas. Children learn how to use digital tools safely, responsibly and purposefully to communicate, research, create and present information.

Technology supports enquiry, creativity, collaboration and communication across the curriculum. Children develop the knowledge and skills needed to participate confidently in an increasingly digital world.

Online safety forms an important part of the curriculum. We work in partnership with parents to help children develop safe and responsible habits when using technology both at school and at home.

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.

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 Early years Dutch is taught twice a week and lessons include everyday vocabulary and are animated by songs, nursery rhymes, stories, films and games.

In groups 3-7 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 once per week in gps 3-7.

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. In recognition of our commitment, we are an affiliated Language Friendly School. We believe that all children should have access to a language friendly environment where they feel accepted and valued for who they are.



3.6 Inclusive Education and Pupil Support

At Elckerlyc International School, we believe every child has the right to thrive in a nurturing, inclusive learning environment. We are committed to providing high-quality education that enables all pupils to participate fully in school life and achieve their potential academically, socially and emotionally.

Our approach to pupil support is guided by the principles of inclusive education and the Dutch system of Passend Onderwijs. We work within the framework of Samenwerkingsverband Primair Passend Onderwijs (PPO) Region Leiden and follow the principles of Handelingsgericht Werken (HGW), a needs-based approach that focuses on understanding and responding to each child's educational needs through collaboration, strengths-based practice and purposeful action.

Inclusive Education

At Elckerlyc, we believe that every child belongs in the classroom. Our starting point is always to support pupils within their class through high-quality teaching, effective differentiation and appropriate adaptations. We aim to remove barriers to learning whilst promoting independence, participation and a sense of belonging. We work closely with parents, PPO Region Leiden and external professionals to remove barriers to learning and prevent unnecessary separation from mainstream education. Wherever possible, pupils with additional needs are supported within their own classroom and school community.

Basic Support Provision

All pupils at Elckerlyc have access to the school's basic support provision. This includes high-quality differentiated teaching, regular monitoring of academic and social-emotional development, classroom accommodations where appropriate, wellbeing support, consultation with the Quality Coordinator and collaboration with parents. Support is provided within the classroom wherever possible and is designed to enable pupils to access the curriculum and make progress alongside their peers.

Our Support Offer

High-quality classroom teaching is the foundation of support for all pupils. Teachers adapt learning, resources and teaching approaches to meet the needs of individual learners. Support may include differentiated instruction, targeted interventions, classroom accommodations and individual support plans.

Pupil progress is monitored through teacher assessment, observations, standardised assessments and discussions with parents. Where concerns arise, teachers work collaboratively with parents and the Quality Coordinator to identify needs and determine appropriate support.

Elckerlyc uses a graduated approach to support. Support becomes increasingly targeted according to a pupil's needs and may include:

- Classroom adaptations and targeted support within lessons
- Small-group interventions
- Individual Education Plans (IEPs) for pupils requiring sustained or specialist support
- Consultation and involvement of external specialists where appropriate

The majority of support is provided within the classroom wherever possible.

Working with Parents and Pupils

Parents are important partners throughout the support process. Open communication and collaborative decision-making help ensure that support is tailored to each child's needs.

We also believe that pupils should have a voice in decisions about their learning and support. Children are encouraged to share their views through discussions with teachers, review meetings and target-setting conversations. Their perspectives are considered when planning and evaluating support.

Working with External Professionals

The school works closely with a range of external organisations and specialists, including PPO Region Leiden, Youth and Family Services, educational psychologists, speech and language therapists and other professionals where appropriate.

Specialist advice may be sought whenever additional expertise is needed to support a child's development and wellbeing.

Expertise Within the School

Support is delivered by class teachers, teaching assistants and the Quality Coordinator. Staff engage in ongoing professional development to strengthen inclusive practice and develop expertise in areas such as differentiation, safeguarding, pupil wellbeing and learning support. The Quality Coordinator oversees support provision across the school and works collaboratively with teachers, families and external professionals to coordinate appropriate support.

Limits of Support

Whilst Elckerlyc is committed to inclusive education, there may be occasions when a child's needs exceed the level of support that can reasonably be provided within a mainstream international school setting.

This may include situations where a pupil requires highly specialised provision, intensive individual support throughout the school day, significant curriculum modification or specialist services that cannot be delivered within the school. Where a pupil's needs exceed the support available, the school will work in partnership with parents, PPO Region Leiden and relevant professionals to explore appropriate next steps and identify the most suitable educational provision.

Review of Support Provision

The school's support provision is reviewed annually as part of the evaluation of the School Support Profile. Feedback from staff, parents and pupils contributes to the ongoing development of inclusive practice and pupil support across the school.

Further Information

Parents with questions regarding learning support or inclusion are encouraged to contact the Quality Coordinator.

Further details of the school's support provision can be found in the Elckerlyc School Support Framework.

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

Elckerlyc International School uses tuition fees to provide enhanced staffing and support beyond that typically available within mainstream Dutch primary education. This enables the school to maintain smaller class sizes and provide additional educational resources and support services.

As an inclusive international school, we operate a unified Pupil Support Team model. All teachers and pupil support staff work collaboratively to support pupils' learning, language development, wellbeing and participation within the classroom environment.

Additional staffing is used to strengthen classroom provision, provide targeted interventions where appropriate and support pupils with a range of learning, language, social and emotional needs. Support is organised around pupil needs and may include classroom adaptations, intervention programmes and individual support plans.

Additional staffing also enables the school to provide specialist teaching, educational visits, residential experiences and lunchtime supervision, contributing to a rich and well-rounded educational experience for all pupils.



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.

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 Director Elckerlyc 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

At Elckerlyc International School, we recognise that every child develops at their own pace and brings unique strengths, interests and experiences to their learning. Regular assessment, observation and feedback help us monitor progress and ensure that each child receives the support and challenge they need to succeed. Parent-Teacher Conferences are held twice each year, in November and April. These meetings provide an opportunity to discuss your child's progress, wellbeing and development, as well as any assessment information that may inform future learning.

Written reports are issued twice each year. The first report is provided in November and the second in June at the end of the school year. A report will also be issued when a pupil leaves the school during the academic year.

Pupils must have attended the school for a minimum of three months before an official report can be issued.

4.3 Speech Therapy

The speech therapist supports children with difficulties related to pronunciation, oral motor skills, breathing, voice, speech, and both expressive and receptive language, as well as hearing. Support may include direct treatment, initiating assessments, providing advice and information, and offering guidance to families, caregivers, and educators.

Speech therapy prescribed by a doctor or specialist may be partially reimbursed by health insurance, depending on the nature of the disorder or delay.

All students in Group 2 will be screened by our speech therapist. Parents will receive a consent form at the beginning of the school year.

4.4 Student Monitoring System

At Elckerlyc International School, assessment is used to monitor progress, inform teaching and support pupil development. We use a combination of teacher assessment, observations, curriculum-based assessments and standardised assessments to build a clear picture of each child's learning and achievement. Assessment information is reviewed regularly by teachers, the Quality Coordinator and the Director to monitor individual and group progress, identify strengths and determine next steps for learning.

Elckerlyc International School operates a unified Pupil Support Team model. All teachers and pupil support staff work collaboratively to support pupils' learning, language development, wellbeing and participation within the classroom environment.

Where additional support is required, this may include classroom adaptations, targeted interventions, individual support plans or specialist involvement. The Quality Coordinator works closely with teachers, parents, the Director and external agencies to ensure that support is appropriate, effective and responsive to individual needs.

4.5 Centre for youth and family

Centre for Youth and Family (CJG)

Do you have a question about raising your child? Then you can contact the Centre for Youth and Family. Various professionals work together here, such as youth doctors and youth nurses from youth health care and pedagogues. Each staff member has their own specific expertise to support you and your child. The staff at the Centre for Youth and Family work together with the school in various ways.

Youth Health Care (JGZ)

The youth health care system invites the children from groups 2 and 7 for an annual examination. They will check whether your child can hear and see well, how your child is growing and how it is developing. You can also get advice on, for example, nutrition, toilet training, behaviour, dealing with peers and preventing bullying. You can always contact us for advice or additional research. We are there for students from groups 1 to 8. The paediatrician or paediatric nurse can also participate in the consultation of a school care team.

In most schools, a speech therapist from the youth health care system, with your permission, examines the speech and language development of all children aged

five. We do this in municipalities that give extra money for this.

Course or parents' evening

Parenting is a true art. Think of a toddler who says 'no' to everything, a ten-year-old who is very insecure, or a twelve-year-old who is going through puberty. Or you've just gotten divorced. Every parent can use some advice from time to time. The Centre for Youth and Family organises a wide range of (online) parenting courses, theme meetings and webinars on various topics to support you in your upbringing. There is something for everyone.

The children themselves can also follow a course at the Centre for Youth and Family, for example resilience training. For the full range of courses, visit www.cjgcursus.nl. Or follow CJG course on Facebook and Instagram.

The Centre for Youth and Family also organises parents' evenings at schools for parents on a (health) theme that the school is working on. For example, nutrition and exercise, resilience or transgressive behaviour.

Growth Guide and digital Centre for Youth and Family

Are you looking for more information about your child's development? Then take a look at www.groeigids.nl

You can look up parenting information here or click through to the CJG website for more information and support in your area: www.cjghm.nl

Sign up for a course or meeting, read other parents' blogs or join the discussion on the forum. You can ask your question via the chat or the E-consultation. Of course, our addresses and opening hours are also on the website. And you will find our Facebook page.

Contact

If you would like to contact the staff of the Centre for Youth and Family at your school, please call 088 – 254 23 84. You can also send an e-mail to mailvragen@cjghm.nl (mention the your child's name, date of birth and school).

Learn more

www.groeigids.nl for more information about your child's development

www.cjghollandsmidden.nl – online CJG / www.cjgcursus.nl – CJG courses

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 Director 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 the app.

4.8 Educational visits

Educational visits are organised throughout the year to enrich learning and provide first-hand experiences linked to the curriculum. These may include visits to museums, science centres, historical sites, environmental education centres, libraries and other places of educational interest.

Educational visits also include outdoor learning experiences, such as the Group 5 visit to Bewaarde Land, where pupils develop teamwork, resilience, independence and practical problem-solving skills through hands-on activities.

All visits take place under the supervision of school staff, with parent volunteers supporting where appropriate. Parents are encouraged to participate in educational visits where additional supervision is required.

Students in Groups 6 and 7 take part in an annual residential camp, which forms an important part of the school's educational programme and supports personal development, independence and teamwork.

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 International School has a team of qualified Emergency Response Officers (BHV-ers) who are trained to respond to emergencies and support the safety and wellbeing of pupils, staff and visitors. Details of current BHV staff are available from the school office.

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 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 www.rivm.nl.

Absence Owing to Illness

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

- Temperature of 99.6F or 37.5C or above;
- Nausea, vomiting or severe abdominal pain;
- Marked drowsiness;
- Acute cold, sore throat, persistent cough;
- Red, inflamed or discharging eyes;
- Acute skin rashes or eruptions;
- Suspected scabies or impetigo;
- Swollen glands around jaws, ears or neck;
- Earache;
- Any weeping skin lesions unless protected and diagnosed as non-infectious;
- 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 2026)

Director Elckerlyc International School	Lesley de Quartel Email: international@elckerlyc.net
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Staff (Early Years)

	Lilia Odett Gomez Villarreal Roberta Di Ferdinando Laura Verbeek
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Milepost 1

Group 2	Ester du Plessis
Group 3	Winnie Ingolo

Milepost 2

Group 4	Paula Eksteen Christina Louwman
Group 5	Suzanne Mostert

Milepost 3

Group 6	Ida Bloklander Jorge Bobadilla Rios
Group 7	Catie Heemskerk Christina Louwman
Reading Coordinator	Kay Lennon
Reading Support	Martin Lennon

Specialist Staff

Dutch as an Additional Language (DAL)	Mariken Ederveen
Quality Coordinator	Catie Heemskerk
Pupil Support Staff	Christina Louwman Sally Johns Martin Lennon Ann Cable
Physical Education	Ginny Severien
Music	Trevor Howe
Administration	Lisette Jansen
Concierge/Caretaker/ICT/Administrator	Darren Hillyer

5.2 Student Teacher Trainees and Work Experience Placements

Elckerlyc International School provides opportunities for student teachers and work experience students to gain experience within an international school setting. All trainees and placement students work under the supervision of experienced staff and contribute to classroom learning and school life as part of their professional development.

5.3 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:

- 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 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.

In our school, we have a right to 2 parent representatives as well as 2 staff members. The MR communicates with its constituency, the parents, by means of the EIS App, and Whatsapp. Copies of the approved minutes of public MR meetings are available on request from the MR secretary.

MR members this year:

Catie Heemskerk	Staff representative International School
Tinashe Ndoro	Parent representative International School
Annemiek Paadekooper-Pauw	Parent representative International School
Laura Verbeek	Staff representative International School

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 Parent-Teacher Conferences each year to discuss your child's progress, wellbeing and next steps for learning. These meetings are held in October/November and March/April. Meeting dates are published at the start of the school year, and parents are asked to make every effort to attend on the scheduled dates.

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 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 they should refer to the complaints procedure guide:

<http://prooleiden.nl/klachtenregeling>

Landelijke Klachtencommissie onderwijs

Onderdeel van de stichting Onderwijsgeschillen:

Postbus 85191 3508 AD Utrecht

Telefoon: 030- 280 95 90

E-mail: info@onderwijsgeschillen.nl

Website: www.onderwijsgeschillen.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).

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:

- 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 Director Elckerlyc 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 school fees for an academic year in Groups 1 - 7 are € 4200 per child. (valid until July 2027). Fee invoices for the coming year are issued in April
2. The school fees for a fulltime place in gp 0 are € 7110 per child dependent on the date of birth. Children aged 4 years are invoiced € 420 per month (valid until July 2027). Fee invoices for the coming year are issued in April.
3. 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.
4. If a child begins attending the school at a date other than the official start of the academic year in August/September, the school fees will be calculated pro rata, plus one month.
5. School fees are calculated on ten-month basis plus one month when a child leaves.
6. 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.
7. 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.

Students are placed in a chronologically age-appropriate class. We also make an assessment of social, behavioural, and emotional maturity of the child when considering placement (and transfer to the following group). Exceptions to the age guidelines are made after careful evaluation by the Director, group staff and Quality Coordinator.

When we feel that a child's learning results and development are not yet sufficient to transfer to the next group, this will be discussed with parents with an overview of collated data. The school makes the final decision as to whether the child will move or not.

If parents are not in agreement, they should follow the complaints procedure as indicated in the school guide.

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

6.13 Emergency Closing

Only the Director, or his/her appointed replacement, is authorised to announce the closing of the School if an actual or potential hazard threatens the safety and well-being of students and employees.

The decision to close the school shall be made upon consultation, if possible, with members of the School Board, teaching staff, and/or other agencies responsible for the safety and well-being of the community. 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 (Early years – 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 make contact with staff via the app. 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 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 Early years

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.

To strengthen our commitment to the health of children at Elckerlyc, we work in partnership with an external company Tommy Tomato. They deliver vegetable based hot lunches each Monday to children who participate with a subscription. Further information can be found via <https://www.tommytomato.nl>



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 Quality Coordinator/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 2026 – 2027

First day of school	31st August 2026
Autumn Holiday	17th - 25th October 2026
Christmas Holiday	19th December 2026 - 3rd January 2027
Spring Holiday	20th February – 28 th February 2027
Easter Holiday	26th - 29th March 2027
May Holiday	24thApril–9th May 2027(incl. King's Day, Liberation Day, Ascension Day)
Kings Day	27th April 2027 (in May Holiday)
Liberation day	5th May 2027 (in May Holiday)
Ascension Holiday	6th May 2027 (in May Holiday)
Whitsun Holiday	17th May 2027
Summer Holiday	17th July – 29th August 2027
First day of school	30th August 2027

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 school via the absence section of the 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 Director Elckerlyc International School.. 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 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 Director Elckerlyc 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:

Hecht GGD Hollands Midden,
Secretariaat Jeugdgezondheidszorg
Telefoon: 088 - 308 33 42
E-mail: externevertrouwenspersoon@ggdhdm.nl

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.

9.25 Mobile phone and Smartwatch policy

At EIS, we aim to provide a calm, safe and engaging learning environment where children can focus on learning, friendships and play. In line with Dutch government guidelines, mobile phones and smartwatches are not permitted for use during the school day.

Any device brought to school must be switched off and stored in the child's bag from arrival until the end of the school day. Devices may only be used when authorised by a member of staff for educational purposes or where there is an agreed medical or safety-related exception.

Children should not contact parents directly during the school day. If necessary, communication can always take place via the school office.

The school cannot accept responsibility for devices that are lost, damaged or stolen while on school premises.

The full Mobile phone and Smartwatch Policy is available from the Director upon request.

Colophon

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