

Daltonschool De Vijver



SCHOOL GUIDE

2022-2023

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1 We are pleased to present our school guide to you

Dear parents,

In this school guide we would like to tell you the about the qualities of Daltonschool De Vijver, the story behind our school, our vision, our goals, our plans and our results. We want this guide to be a source of information for parents whose children already attend our school as well as for parents of future pupils. This guide will provide you the information why Daltonschool De Vijver is a perfect match for your child.

What is our mission?

Dare to learn! We want our pupils to be well prepared for their future; so they become independent, curious and self-reliant (young) adults who feel safe and valued, show courage, know their own qualities and have sufficient self confidence in their own abilities. The most important aspect during the development of children is 'to be seen', so they will feel competent. When children receive positive attention and are allowed to develop their own talents, they will develop their skills. Every child is unique and has his or her own needs. When children understand their own needs and know their own goals, they can manage their own learning process. This process-oriented development happens within a set framework: freedom within boundaries.

Our school is focused on creating a solid base for the further development of our pupils. The solid base is created by paying attention to the total development of the child. Not just the regular school subjects (arithmetic, maths, writing and reading) that require knowledge, but also the broader development of skills and behaviour (social and emotional development). This means that besides attention for cognitive development, we also pay attention to the social and emotional, creative, and physical development of our pupils. By teaching them to combine science and technology, music, singing, motion and digital skills we want to help our pupils to evolve the skills they will need for their future role in society. Entrepreneurial spirit, perseverance, teamwork, independence, creativity, an inquiring attitude and connecting ability are in our vision on education at least as important as a good score on reading, writing and maths. That is why we provide a wide and varied range of educational possibilities that encourages our pupils to discover their unique talents and how to use these talents.

We strive for a challenging learning environment. Some examples are:

- The 'plus' class (for gifted learners)
- A group for newcomers
- Learning by motion
- A fully equipped workroom and a testing classroom for handicraft
- Lessons in English starting in the 1st group
- Music lessons by a specialist teacher starting in the 1st group.
- Gymnastics lessons by a specialist teacher starting in the 1st group.
- Stairways containing maths explanations
- The roof with a sporting ground
- The very extensive media library
- The use of Snappet by groups 4 to 8 and the newcomers group
- The use of digital devices as Chromebooks and iPads

Also during lunchbreak and after school, pupils can improve their talents by taking part in afterschool sports and/or the extended school day activities such as hockey, judo, yoga, Mad Science, cold cooking, music, and acting lessons.

The more than 372 pupils (date of count 1st of October 2022) are divided over 17 groups. Apart from the regular groups there is a group for newcomers. This group is focused on children who do not yet master the Dutch language and are living in The Netherlands for a shorter period than 2 years.

Every child is welcome on our school no matter what religion or worldview. One very important aspect is that we must be able to provide the educational need of the child.

Please feel free to come around to visit our school. The members of our 'Kinderraad' (Children's Council) will show you round. In addition, we are happy to make time for a conversation to introduce our school in more detail.

If you consider applying for a place at our school for your son or daughter, you can give us a call to make an appointment. (070-3967588). We are looking forward to hear from you!

Irene Lemmers and Petra Landsmeer
Management Team Daltonschool De Vijver



2 The School

Contact information

Daltonschool De Vijver
Kikkerbeetlaan 27
2548 WJ The Hague

070-3967588
www.daltonschooldevijver.nl
directie@daltonschooldevijver.nl

School's location

Daltonschool De Vijver is one of the 52 schools that belong to the foundation 'De Haagse Scholen' (DHS). The school was founded 25 years ago and has been a certified Daltonschool for 21 years. The school is situated in the sub-area 'Vijvers', a sub-area of the neighbourhood 'Wateringseveld'. The school's population reflects the neighbourhood; there is great diversity in the pupil population. The school is attended by pupils from the direct neighbourhood, other parts of The Hague, Rijswijk, Delft and Westland.

The school management

The management team includes Petra Landsmeer (deputy director) and Irene Lemmers (director). You can contact the management team via directie@daltonschooldevijver.nl, for questions and remarks. It is advised to make an appointment in advance by phone.

The Team

Please see the enclosed sheet for more information.

The care coordinators

1. The internal counsellors

The school has two internal counsellors. The internal counsellors coordinate care within the school. Yvette Pont (y.pont@daltonschooldevijver.nl) is the internal counsellor for group 1 to 4. Tonny Boode (t.boode@daltonschooldevijver.nl) is the internal counsellor for group 5 to 8.

2. Behavioural coordinators

The school employs two behavioural coordinators, also known as behavioural specialists and they take care of preventing behavioural problems by improving the basic support to pupils at school. Using an unambiguous approach provides a predictable and safe learning environment in which standards (norms) and values are clear to everyone and where correct behaviour is taught systematically. Yvette Pont (y.pont@daltonschooldevijver.nl) is the behavioural coordinator for the groups 1 to 3, whereas Louise Zuurmond (l.zuurmond@daltonschooldevijver.nl) coordinates groups 4 to 8.

To get in touch with a team member

If you would like to get in touch with a teacher or another school employee, you can send that person concerned a message via 'Social Schools'. For more information about Social Schools see chapter 'The Parents'.

Substitute teacher (absent because of illness)

When the teacher of a group is unable to attend, because of illness or leave, he or she will be replaced by another team member (if possible). Should arranging replacement not succeed, the pupils will be temporarily divided over different groups or will be educated online. If the substitute teacher will teach the group for a longer period than a week, the parents will be informed.

Interns

During the whole year interns will be present at our school because we believe it's our duty to help future teachers and educational assistants to learn in practice and gain experience. This includes students from the PABO, HALO and SPW4-trainees.

Education for teachers

We believe in excellent education, not only for the pupils, but also for the teachers. At the start of the year, during evaluation talks and during the final evaluation, possible education and follow-up training for the teacher is discussed.

School times

Groups 1 to 8:

Monday	8.30-12.00;	13.00-15.00
Tuesday	8.30-12.00;	13.00-15.00
Wednesday	8.30-12.00	
Thursday	8.30-12.00;	13.00-15.00
Friday	8.30-12.00;	13.00-15.00

On school days, the school is open from 8.15. Lessons commence at 8.30. Pupils who arrive too late can enter the school via the door where the administration is located. Arriving too late is judged as absenteeism (more information about absenteeism in the chapter 'leave'). After the pupils who lunch at home are picked up, the schoolyard is only accessible for pupils who spend their lunchbreak at school. From 12.55 on, everyone is welcome again.

The school follows the directions of RIVM concerning COVID-19. We will keep you updated via our newsletter.

Notifications of sickness or absence

If your child is ill or cannot come to school or arrives later for another reason, you should let us know before the lessons commence via Social Schools or by leaving a voicemail (070-3967588). At the beginning of the morning is checked which pupils are absent. We will contact the parents as soon as possible if a pupil is absent without a notification or if there are questions about a notification.

Holidays and days off

In the appendix you find an overview of the holidays and study days. The above-mentioned school times and the – in the appendix mentioned – holidays and study days result in 935.5 hours of lessons per year for pupils in groups 1 and 2 and 941 hours of lessons per year for the pupils in groups 3 to 8. According to the law, pupils must be taught at least 7,520 hours in total in their 8 school years. Because not every calendar year is the same and the holidays differ, the number of hours is different per school year. This is how our current group 8 pupils will be taught 7,649 hours during their primary school career.

Application and admission

Circa 2 months before the 3rd birthday of your son or daughter, the municipality will send you the PO-form, Primair Onderwijs (Primary Education). When your child is 3 years of age, you can send in the application form. Sending in the application form before the age of 3 is not necessary and also not possible. You visit the school of your choice and hand in the application form. Most of the schools in The Hague have ample place for the new pupils. A few schools have a maximum number for pupils. These schools work with a maximum number of places, registration periods, priority rules and draw (lottery). If the first school of your choice is a school with a maximum number of pupils, it is important that you apply in the application period and fill in more than just 1 school. The letter that you will receive from the municipality when your son or daughter is almost 3 years of age will explain the application procedure and periods.

Our school can host 115 children in groups 1 and 2 each year. This means an influx of approximately 50 group 1 pupils per year. If there are more applications than available places, there will be a draw.

If it is not possible to send your child to a school of your choice, the municipality will send you information about available places and how to apply (again).

If you are residing in The Hague, and you have received the letter that you can apply for a place at a school for your child, please make an appointment with the school for the application and registration.

If you are not residing in The Hague, you will not receive a letter from the municipality and you can directly make an appointment with the school of your choice. Due to the limited number of places, it is important to register your son/daughter in time.

If it is your intention to apply for a place at our school for your child, you can make an appointment with either Petra Landsmeer or Irene Lemmers. Apart from the informative talk, you will be shown round the school by members of the Kinderraad (Children's Council). If you are not able to visit the school in person, the informative talk as well as the guided tour can happen via Microsoft Teams.

If you don't (yet) reside in The Hague, but you would like to apply for a place at our school for your child, this is possible. The application period does not count outside The Hague. You can then send us the BSN-Burgerservicenummer (social security number) of your child. An application for a place at our school does not automatically mean your child will be allowed at our school. You will receive a confirmation of your application. If your child can be allowed at our school, you will receive a confirmation at the end of the application period.

If there is a waiting list, we give priority to:

- Brothers and sisters of pupils
- Small children who went to Repelsteeltje
- Children of parents who work at our school

We find it very important that the parents of our pupils are very conscious in their choice for our school and Dalton education.

More information can be found on the following website: <https://scholenwijzer.denhaag.nl/onderwijs/basisonderwijs/eenbasisschoolkiezer/aanmeldenopdebasisschool>

Getting used to the school

From the age of 3 years and 10 months, children can attend the school for a maximum of 5 mornings to get used to the school. We advise you to make use of this possibility. Your child can then get used to his or her future classmates and the teacher. You make an appointment in advance for these mornings with the teacher of the group. If the birthday of your child is in July or August, we would advise against letting the child get used to the school in the months prior to July or August. The period of time in between getting used and the first real day at school is then very long. From the date that your child is 4 years of age, he or she is allowed to go to school every day. For children who move to our neighbourhood, the start date is the first day at school. If they want and the school they leave allows this, the children can come to our school for 1 or 2 days to get used to the school. These dates will also be planned in agreement with the teacher of the group.

The move from group 2 to group 3

During the school year when a child attends group 2, the teacher will evaluate if a child can move up to group 3 after the summer holidays. A group 2 pupil will move up to group 3 if he or she has reached the age of 6 before the 1st of October of that school year. Sometimes it might be better for a child to stay longer in group 2. Also, it might be the case that a child moves up to group 3 a year earlier. In both cases, the parents will be consulted, but it is the school that eventually decides.

Welcoming new pupils

A different, new school, or going to school for the first time can be a life-changing event for a child and this is not automatically easy for every child. If during the school year a new child is introduced at school, we make sure that all pupils in that specific group are prepared. All the necessary tools and books will be ready to use and it is decided which pupil will help your child to find his or her way in the classroom and at school. Of course, the teacher will pay extra attention to the new children in the first few weeks.

The group for newcomers

Our school features a group for newcomers. This group is for children from the age of 6 until 13 who have been living in The Netherlands for a period under 2 years and have not mastered the Dutch language yet. These children might also have parents who will reside in The Netherlands for a short period of time, for example due to their work. The children are educated on a full-time basis. At the moment, there is 1 group which can facilitate 15 children. On the course of 1 until 1,5 years, the children are taught the Dutch language (both oral and in writing) and vocabulary. Of course, reading, writing and maths are part of the program too. After this period of intense learning, the pupils stay at our school if there is room in one of the 'regular' groups. This depends on the number of students in a group and on the number of newcomers and pupils with special needs in the group. The pupil can also attend a school in the neighbourhood where he or she comes from. Are you moving to The Netherlands or have you been living in The Netherlands for a period under 2 years, feel free to get in touch with the internal counsellor Yvette Pont (y.pont@daltonschooldevijver.nl) or the teacher of the group for newcomers Tedda Verstraten (t.verstraten@daltonschooldevijver.nl).

The school ambiance

To create the best possible learning climate, it is of the utmost importance that every pupil feels safe at school and enjoys going to school. That's why we strive for a sociable, open and clear ambiance. An ambiance where everyone feels at home and respect for others is the basis. An important condition to keep the ambiance good is that the pupils learn to interact in a correct way with each other and with adults. We want to integrate this in our lessons on a structural basis. Therefore, we use 'De Vreedzame School' (DVS) (A peaceful school). DVS is a complete program focussed on elementary schools and aims at social competence and democratic citizenship. It sees the class and the school as a community, in which pupils feel that they are listened to and are seen, can give input and where pupils learn to make decisions together and solve conflicts. The pupils feel responsible for each other and the community. Further, they accept the differences between people (CED-group, 2019). The core of DVS exists of a series of lessons, of which a lesson is offered every week.

The base of De Vreedzame School is the school's constitution. These are important rules that have been agreed throughout the school and are the base for more rules and agreements on for example group level.

At Daltonschool De Vijver the following constitution is propagated from group 1 to 8:

1. We make sure everybody belongs to the group.
2. We make sure everybody feels safe and can be oneself.
3. We help each other and we all do our part.
4. We solve conflicts together.
5. We are responsible for each other, our materials, and the surroundings.

Behavioural agreements are linked to the constitution. For example: we welcome every pupil on their arrival and say goodbye when they leave and we walk through the corridors in a calm way. The influence of De Vreedzame School method is visible in every classroom. Every classroom has a bulletin board that states the constitution, a poster with all the agreements and rules that are effective for that particular group, the posters that are linked to the block that is currently worked on, the 3 caps (group 3 to 8) which are used in lessons, and agreements concerning solving conflicts. Furthermore, every classroom has a task list and a 'globe' (this is a ball that is used during lessons and activities concerning De Vreedzame School). The hand puppets 'Monkey and Tiger' are present in group 1 to 3. The poster with agreements and rules and the task list are drawn up by the pupils, under the guidance of the teacher, in the first weeks of the school year.

Mediators

Of course, it can happen that pupils find it hard to solve conflicts themselves, despite the means and options that they are taught. Therefore, every year pupils from the senior groups are trained to become a mediator, who - when requested by other pupils - can assist solving a conflict that occurs for example when playing in the schoolyard. The mediators are looked after during the school year by two teachers, the behavioural specialists: Louise Zuurmond (l.zuurmond@daltonschooldevijver.nl) and Yvette Pont (y.pont@daltonschooldevijver.nl).

Pupils from group 3 to 8 can approach the mediators if they want to solve a conflict. Also, the mediators can offer their help themselves to solve conflicts or act when a teacher asks them. During the lunch break of groups 3 and 4, the mediators study in their own class, but can be asked to mediate. Important, the mediators should only be deployed for minor conflicts. When physical violence, bullying and abusive language, or when an object has been broken, the conflict should be solved by the teacher. The pupils perform in couples. The pupils will have the conversations in the staff room. They use the mediation roadmap. Afterwards they fill in the mediation form. The mediators write down which pupils had a conflict, why and if the conflict is solved and how. The filled in form must then be put in the mediator's drawer in the staff room. Circa once every six weeks the mediators meet and discuss the mediations.

Quote from a mediator: "If I have solved a conflict, I go home with a happy feeling"

Bullying and discrimination

Daltonschool De Vijver uses an anti-bullying protocol and the 'Grenzen aan Gedrag' (Limits for certain behaviour) protocol. If you wish you can read these documents. The way pupils, teachers and parents interact is based on mutual respect. Bullying is absolutely not tolerated at our school. If parents find out that their child is being bullied, we want them to immediately inform the teacher.

For the monitoring of social safety a questionnaire (Scholen met succes) is administered in groups 7 and 8 (Successful Schools, 2019).

If you wish you can contact one of our social safety coordinators Yvette Pont (y.pont@daltonschooldevijver.nl) or Louise Zuurmond (l.zuurmond@daltonschooldevijver.nl).

(Fire) Safety: Company Emergency Response and First Aid

A fair amount of our team members and people who look after the pupils when they stay over at school for lunch is certified for First Aid and CER. There is an annual refresher training. A sports or gymnastics teacher must have a First Aid certificate. In the case of an accident or injury, these will be registered. Outdoor play equipment, gymnastic equipment and fire extinguishers are checked annually.

Quality Policy De Haagse Scholen

Quality assurance is taking care of and monitoring the education quality in our schools. It is the total of activities, procedures and instruments, which are meant to determine, master, watch, secure and improve the quality of the education and organization, in a permanent, systematically and cyclical way,

For this purpose, a quality framework has been designed; a set of quality demands which should answer the question what De Haagse Scholen defines as education quality. To clarify the quality of our education and being able to measure, secure and improve this, the management uses a set of procedures and tools:

- ESIS: a monitoring system for pupils; their data and school results. Every school from De Haagse Scholen uses this system.
- BARDO: digital competence dossier for all employees; cycle of Performance and appraisal interviews.
- Polls: pupil, parent, and employee satisfaction polls. Polls are executed every two years, if necessary, the outcome will be used for the annual plan.
- Audits: internal audit system is being developed; our schools will be visited by an audit team once every three years.
- Monitor: internal quality monitor, the management information with a signal function concerning the quality of the education can be found here.
- Cycle: Talks and visits to the school by (higher) management.
- Monitoring: Safety plans (note safety and DHS).

- HR: strategic employee management.

The above-mentioned documents are present at school.

Execution of De Haagse Scholen policy

The quality policy, which is executed on the level of De Haagse Scholen, as explained above, is implemented at Daltonschool De Vijver in the same way. The quality of the education is monitored as described earlier, and the progression of the pupils is registered in the pupil administration system LAS (ESIS). The school's management is in the function of auditor directly involved in the development of the internal audit system within De Haagse Scholen and contributes to the development and application.

Dalton accreditation

De Vijver is a Dalton school and a member of the Nederlandse Dalton Vereniging (NDV) (Dutch Dalton Foundation). An important reason for a school to be a member is the fact that this secures the (Dalton) quality at a school. A by the NDV licenced school will receive a license which is granted for 5 years (primary education) and 4 years (secondary education). After such a period the license is not renewed automatically, but the school's quality must be judged again. This can result in a prolongation of the license, the Dalton predicate. The judgement is carried out by experienced expert colleagues from the Dalton education, who will judge the school's quality as 'critical friends'. One member of the management staff is also chairman of the regional Dalton board and acts as a assessor. The chairmen and assessors from the NDV for primary education and secondary education are trained and improve each other's skills during training days.

Data coach

To gain and keep understanding of the different protocols and quality documents which are of importance for securing the quality of care, the school uses the tool 'Data coach 2.0' (B-Consult). In the secured online Data coach program, all employees who are involved in the quality care, but also the teachers and support staff can find all the documents that are relevant for the goals, the organization, support and agreements concerning quality care.

3 Dalton Education

What is Dalton Education?

Dalton is the name of a small town in the state of Massachusetts in the United States of America. In this town teacher Helen Parkhurst started teaching her educational principles in 1919. Her ideas about individualizing education were a direct hit, in The Netherlands as well. In 1931, the Nederlandse Daltonvereniging (NDV) (Dutch Dalton Association) was founded.

A school is an official Dalton school, if the school complies with the demands of the NDV. Our school is a certified Dalton school and member of the NDV. We pay a contribution of EUR 3,50 per pupil per year. This contribution is separate from the voluntary contribution from the parents, it is included in the voluntary parental allowance scheme. After an extensive inspection in April 2002, De Vijver is certified as a Dalton School and has the Dalton predicate. This happens through a visitation. You can find more info on www.dalton.nl.

Why choose Dalton education?

At Daltonschool De Vijver we want to prepare our pupils for the current society in the best possible way. To realize this, the growth of every child is the focal point. Every child is unique. Every child has different talents and capacities that we try to utilize in the best possible way. The Dalton concept helps us to encourage ownership

The 5 core values

Dalton education in The Netherlands has 5 core values. Dalton schools shape their education based on these core values. The core values provide the means for professional acting by the teachers and the development of the teams.

1. Cooperation

A Dalton school is a learning environment where pupils and teachers learn from one another and learn together. Because pupils work on their learning tasks with the teacher and their classmates, they learn to cooperate and help each other. To acquire knowledge and skills in cooperation with other pupils can make learning easier. Pupils are taught and learned that there are differences between people. They learn to listen to and respect each other. When pupils cooperate, they develop social skills and learn to reflect on the way they learn. An example is the assessment of their own contribution and that from fellow classmates.

2. Freedom and responsibility

Freedom is necessary to be able to make your own choices, to find your own way and to get the opportunity to organize your own work. The provided lessons and their requirements, the time limit and deadlines, the work agreements and the school rules form the boundaries within pupils learn to use their freedom. A pupil learns to be responsible for his or her

own behaviour and the school setting. By offering the pupils more freedom, they can make their own choices and develop a pro-active way of learning. Of course, freedom doesn't mean that everything is allowed. It's the teacher's duty to teach the pupil how to handle the freedom within the set boundaries. Pupils get room to discover and experiment, but they are confronted with the relation between what they do and what the result is at the same time. This is a gradual learning process for the pupils, during which self-knowledge and self-assessment play a major role.

3. Independence

Independent learning and working at a Dalton school is pro-active learning and working. A pupil wants to work goal-oriented on a task or assignment and can ask for help if necessary, during this learning process. This way of working will stimulate the problem-solving way of thinking of a pupil. To be able to interact properly as an adult, a pupil must learn to judge which decision to take and what the results are of these decisions. The freedom of choice forces pupils to make independent decisions that are effective and justified for them. Working with tasks and increasing self-dependence starts in group 1.

4. Effectiveness

Pupils who are responsible for their own learning, learn in a more effective way. Dalton education is focussed on effective education. The teacher judges if the used methodologies are most suitable to achieve the learning goals. By continuous development based on acquired knowledge and views, our education will effectively improve in time. To be able to judge effectiveness, it is important to secure, adjust and report agreements and results.

5. Reflection

Without reflection, a critical look on efficient and effective education is impossible. Reflection on all levels provides insight in yourself and the processes. We teach pupils to reflect and to develop from there. A critical approach of the own working attitude, your own acting and the own development happens on a regular basis, so the pupils learn to think about their working attitude and their attitude within the group. A critical approach of educational developments and insights is comes naturally at a Dalton school. Any teacher working at a Dalton school reflects on his or her educational practice and professionalism. At school level, reflection on the quality of the Dalton education happens continuously.

The week task

At Daltonschool De Vijver, the pupils work with a week task. In group 1 to 4 the pupils get more guidance and instructions for the week task than the pupils in group 5 to 8. As from group 5 the pupils plan their work more themselves.

Pupils in group 1 to 3 are being prepared to work with a week task. This preparation starts digital and evolves into a paper week task.

Groups 1 and 2 work with a digital planning board. The pupils have several regular tasks every week. On the planning board they can read the tasks, which are explained on Monday. In group 1, the teacher assists the pupils with their planning. In group 2, the pupils will plan more and more self-dependent.

Pupils in group 3 work with a week task on paper on which the optional tasks are printed. The optional tasks consist of activities in the domain of reading, language, arithmetic, and expression (both on paper as digitally). From December on the week task is completed with the regular tasks.

Learning to deal with freedom goes step by step. The youngest pupils are given small and easy tasks that can be executed self-dependent. There are different tasks, tailored to the educational level of the child. Mostly, the assignments come from different methods, completed with e.g., manual skills or drawing assignments. As pupils develop further, the tasks become more enhanced and more complex.

The Children's Council

We are very proud of our democratically elected Children's Council, called the Kinderraad. At the end of every school year, the pupils from the groups 4 to 7 elect the new members of the Children's Council. After election week is announced which pupils will be the new members of the Children's Council. During one school year, the members of the Children's Council are allowed to provide the guided tours, think along about certain subjects, form their opinion and express their point of view. This happens in an organised way and led by a teacher. The members of the Children's Council will regularly have a meeting with their group, collect the points of view, ideas and proposals and discuss these in the Children's Council. Subjects that are discussed can be introduced by the member of the Children's Court (on behalf of the group) or by the teacher. The decisions are communicated back to the groups by the members of the Children's Council.



4 The Education

Learning activities

The following school subjects are taught:

1. Physical development (including (senso)motoric, visual and auditive development)
2. Basic skills
 - a. Dutch language: reading, writing, spelling, writing of texts/stories, speaking and listening.
 - b. English language
 - c. Arithmetic and mathematics
3. General knowledge
 - a. Geography
 - b. History
 - c. Nature (including biology)
 - d. Science & Technology
 - e. Social structure (including polity)
 - f. Social education about religion and worldviews
 - g. Citizenship
4. Expression Activities
 - a. Sport, games and Movement
 - b. Visual arts (drawing and handcraft)
 - c. Musical education
5. Physical exercise
6. Promoting social self-reliance (with lessons in traffic rules)
7. Promoting healthy lifestyle

Furthermore, in the so-called 'core goals' is indicated what material per discipline should at least be taught. For more information see <https://www.rijksoverheid.nl/documenten/rapporten/2006/04/28/kerndoelenboekje>. Here is explained what children at least should know and be able to do at the end of a specific group. Every school has some freedom in the way how the subjects are taught to the children. We have, as mentioned before, chosen for the ideas from Dalton and we use the direct instruction model (DIM). The direct instruction model is a teaching model that we can use for the classes where Arithmetic, language and reading comprehension (, is taught, and is based on the different levels in learning skills from pupils. Pupils differ in in the way and ease of their learning. The direct instruction model takes that into account. The lessons are very structured, because every lesson is made off 7 phases: retrospect, orientation, instruction, supported practicing, control, processing and completion. Expression activities and the general knowledge subjects are taught on basis of the principals for learning by discovery and inquiry.

Teaching Methods

In the schedule in the appendix is shown what our range of education looks like and which means of learning and methods we use. Next to the lesson contents required by law, you can also find our own ambitions and the associated lessons we offer. Our own ambitions come from our joint ambitions from De Haagse Scholen and/or what our pupils might need as extra education.

In 2022, the implementation of the new integrated method called IPC, will be completed. An integrated method means that we will not teach separate subjects such as geography, history, biology, sociology, technic and science, physics, chemistry, care, philosophy and social education. These subjects will be offered integrated in projects with different themes (so-called units). The disciplines within IPC are: geography, physical education, history, ICT, international, artistic education, people and society, nature and technical education. Science & Technic, philosophy and social education, physical education and music are an exception to this, but are also part of IPC. De school has an IPC Coordinator; Patricia aan de Wiel (p.aandewiel@daltonschooldevijver.nl). The International Primary Curriculum (IPC) is a curriculum for primary education (group 3 to 8) with clearly defined learning goals and themes (units). Each unit connects with the emotional and mental development of the child and is designed in a way so that the focus is on the learning process. IPC focuses on skill goals instead of the result.

How does an IPC-unit work in practice? For example, we look at the unit 'Chocolate'. During art class pupils design a packaging. During history class chocolate is put in a historic perspective and is then linked to the present time. During biology nutrition is seen as a fuel for the body and during geography the pupils are asked to investigate where on earth the cocoa trees grow. An IPC-unit is a broader theme in which all main and creative school subjects get attention. The school subjects in IPC are not taught separate but are intertwined. The pupils learn to see connections between the school subjects, take part in the education in a more active way and learn to think and analyse in more than one way.

The units have a standard set-up and with learning as the centre of the IPC-curriculum. Each unit starts in an inspiring way with the starting point (het startpunt), so the pupils will become enthusiastic and involved. After that follows the 'harvest of knowledge'. Which knowledge is already present amongst the pupils? Mind maps (visual schemes) are used to help pupils understand what they already know about a subject and what they want to learn. After that, the teacher gives an explanation with special attention for the 'big picture'. The pupils are then ready to go and investigate and process their findings and conclusions. De teacher acts as a coach and is ready to lend a helping hand if needed. Finally, we conclude the theme in a celebratory way.

The IPC curriculum is regularly updated with an eye for current affairs and scientific developments. Attention is paid to the six 21st century skills: creativity, critical thinking, character, communication, collaboration, and citizenship. The assignments are focussed on

	Teaching methods	Agreements and additional information
Sensory and physical development	Basic physical education lessons Kijk (group 1-2) Volg mij (group 3 to 8 and newcomers)	The learning track for physical development (groups 1 to 8) is coordinated by a physical education teacher. Sil op School (groups 1-2) pays attention to dance, sports, (outdoor) games as well.
Dutch language	Sil op School (group 1-2) Veilig leren lezen (group 3 and newcomers) Taal Actief (group 4 to 8) IPC (group 3 to 8) Nieuwsbegrip (groep 4 to 8 and newcomers) Karakter (group 4 to 8) Horen, zien en schrijven (newcomers) Wereld vol woorden (newcomers)	
Arithmetic and mathematic	Met Sprongen Vooruit (group 1-2) Wereld in Getallen 5 (group 3) Wereld in Getallen 5/Instruct (group 4 to 8 and newcomers)	Rekenrijk is used as a source book in groups 1 and 2. Met Sprongen Vooruit is used in groups 3 to 8 as an addition to the regular lessons or as a remedy. Snappet is used for automation and processing of the taught goals (group 4 to 8 and newcomers). Bareka (group 3 to 8) Rekensprint (group 3 to 8)
Writing	Schrijfdans (group 1-2) Pennenstreken (group 3 to 5)	Schrijfpatronen (group 1-2)
English language	Take it easy (group 1 to 8)	
Geography	Sil op School (group 1-2) IPC (group 3 to 8)	
History	Sil op School (group 1-2) IPC (group 3 to 8)	
Nature, including biology	Sil op School (group 1-2) IPC (group 3 to 8)	
Science and technics	Sil op School (group 1-2) IPC (group 3 to 8)	Science and technics lessons (besides IPC) for all groups by a specialised teacher together with the group teacher and based on the SLO goals.
Social relations, including polity	IPC (group 3 t/m 8)	
Religions and worldviews	IPC (group 3 t/m 8))	
Expression	Sil op School (group 1-2) IPC (group 3 to 8)	Music lessons every fortnight for all groups by a specialised teacher, based on the SLO goals
Promotion of social self-reliance, including behaviour in traffic	De Vreedzame School (group 1 to 8) Sil op School (group 1-2) IPC (group 3 to 8) Veilig Verkeer Nederland (group 7-8)	Including participation in the bicycle exam (both theory and practice) in group 7.
Promotion of healthy behaviour	De Vreedzame School (group 1 to 8) IPC (group 3 to 8)	
School safety / social safety and well-being of the pupils	Blits (group 5 to 8)	
Promoting active citizenship and social integration; transferring knowledge about the diversity of society.	De Vreedzame School (group 1 to 8) IPC (group 3 to 8)	Social education (group 6 t/m 8)
Study skills	Blits (group 5 to 8)	

developing meaningful knowledge and skills that are necessary for the future society (21st century skills). Focal points of IPC are the development of talent, learning through inquiring and exploring, ownership and encouraging the curiosity of the pupils. IPC is a perfect match with Dalton education. Both are based on the same competences: collaboration, responsibility, reflection, self-dependence and effectiveness.

More information about the methods can be obtained from the teachers. Pupils who change schools usually don't find it hard to learn via this new method. The subjects of the methods are divided evenly over the school year by a time planning made by the teacher, this to make sure that attention is paid to every subject. Most of the subjects are presented by the teacher to the class or smaller groups of pupils. After that, the pupils work on the subject individually or with other pupils, depending on the sort of assignment. The teacher judges if a pupil needs extra study or rehearsal material. Within a group it is possible that pupils have their own program. From group 1 onward, we use the method 'Take it easy' for the English lessons. This method offers lessons for the groups 1 to 8. The method is interactive, up-to-date and especially designed for use with the digital board. The study material offers lots of variation, differentiation and more challenges.

When teaching about citizenship, we assume that pupils learn to behave in the diverse society based on their own ideals, standards and values. Teaching citizenship helps pupils to develop the ability and willingness to contribute to society in a democratic way. Pupils gain citizenship knowledge and skills via different learning subjects, interdisciplinary projects and activities, the ambiance in the class and at school and extracurricular activities. During the 'Vreedzame School' lessons, attention is paid to social contact amongst the pupils as well as in society on a regular basis. Social issues are linked to problems at school and the other way around. Then, together with the pupils we search for solutions as part of the wider development of the pupils to become cosmopolitans in a democratic society.

Learning in groups 1 and 2

Children learn as they play; learning by playing is essential in the groups 1 and 2. The teacher directs pupils in their play. This is, among other methods, done by presenting the children with a wide range of learning and playing materials. Through playing with learning material, children lay the foundation for their education in the higher groups. Every day there are group wise activities as well, such as the group circle, lessons in music, storytelling and playing in the play hall.

We try to get a good picture of the abilities of the new 4-year-old children, so the education offered to them can be tailor fit. Partly for this reason, in the first few weeks after the child started at school, an intake interview is held between the parents and the teacher. Further, in group 1 and 2 we use KJK. KJK is

a system for structured observing and registering the development on different areas of development. The teacher will get a complete view of the development and is able to adjust the planning of activities concerning the educational needs of the pupils. The completed overview is also the basis for the child's report.

In groups 1 and 2 the method SIL op School (Sil at school) is used (<https://www.silopschool.nl/informatie/over-sil-op-school>). This is a complete program for all children in the groups 1 and 2 used to work on the goals as set by Stichting Leerplanontwikkeling (SLO-targets). Attention is paid to the following subjects: Language, maths, motoric skills and social-emotional. The method is based on development via game play. So much attention is paid to coaching the pretend game: exploring, connecting and broadening the game. SIL is a full-fledged method for pre and early school education with much attention for the expansion of the vocabulary. The method offers more than enough challenge for every child. Every activity is divided in 3 levels: basic, intensive and a deepend. Sil op School uses themes and has a comprehensive archive to which every year 3 themes are added. Together with the Preschool 'Repelsteeltje', the various themes are elaborated with a focus on the learning goals. By using KJK, a smooth transfer, the use of the internal counsellor at the toddlers' learning place and the collective study moments for the pedagogical employees and the teachers we created a continuous learning path from the toddlers' learning place to primary school. When children themselves indicate they are ready to start learning to read and write, we will immediately grant this.

In group 1 and 2, every week the children will be taught phonemic awareness. Phonemic awareness means being able to understand that words exist of several loose sounds ('b' is the first letter of 'ball', but of 'book' too), but also analysing (dividing words in loose letters) and synthesizing (making a word of loose letters). Phonemic awareness is a very important part of early literacy and contributes to a good start at reading in group 3. In the groups 1 to 4, we use the Arithmetic learning program Met Sprongen Vooruit). The teacher provides practice modes and games that connect with the learning goals, as well as for the whole class as for the individual child. The pupils experience this as meaningful and as a challenge, and as a result they will find Arithmetic more fun. Pupils are allowed to go their own way, and this increases involvement. In groups 1 and 2 the lessons and games are the basis of the Arithmetic lessons. In groups 3 and 4, it is used in addition to the existing method and remedial.

Learning in groups 3 to 8

At our school, the pupils from groups 3 to 8 are taught the following subjects most of the lesson hours: reading, writing, language, and Arithmetic. A good mastery of these subject is essential to function in society in a proper way. That is why these are the core subjects taught at our school for groups 3 to 8. The pupils from

all groups start their day with reading on Monday, Wednesday, and Friday. The teacher uses this time to improve pupils' reading who have not yet reached a certain skill level. In the lower groups, the focus is primarily on reading, reading to others and/or language. To acquire a good reading skill, pupils must read a lot and pleasure in reading is essential. The school features an appealing media library and new books are bought every year. On Tuesday and Thursday all groups start with automating Arithmetic until 8.45. With different games, the arithmetic goals of that moment are additionally practiced. On the same time teachers can offer extra support on the subject Arithmetic.

Prior to every arithmetic lesson, we start with 5 to 10 minutes of intensive automation of important arithmetic goals.

To make the basic skills more appealing, we participate in:

- Arithmetic day
- The Kangaroo Arithmetic game (nationwide Arithmetic and maths game)
- Week of the book for the child
- National Read Out Game
- National Read Out Days
- Book markets
- Intensive use of our media library

Furthermore, each year we try to arrange a meeting with a writer (at school or in the library) and various groups visit the library in the neighbourhood and/or the Children's Book Museum (in the centre of The Hague).

The Arithmetic and language coordinator/specialist

Daltonschool De Vijver features a language coordinator/specialist (Louise Zuurmond, l.zuurmond@daltonschooldevijver.nl) and a maths coordinator/specialist (Kristel Holtkamp, k.holtkamp@daltonschooldevijver.nl). Maths and language specialists are teachers who have gained extra knowledge on the subjects maths or language. This knowledge will be used to coordinate change and improvement processes regarding language and maths. To create and maintain the policy plan for language (reading, writing, spelling) the policy plan for maths is one of the tasks. Other tasks are for example coaching other teachers on the subjects of language and maths, analysing tests and results, assurance of agreements and stimulating language or maths education at school.

Writing education groups 3 to 5

From group 3 on we start educating block script (instead of the regular connected script). This way the similarity between reading and writing letters is more obvious.

Physical Education

Children in group 1 and 2 can get taught physical education by their teacher daily. These children do their physical exercise wearing their underwear and gym shoes they brought from home. These shoes will be stored at school.

Next to physical education by their own teacher, the pupils in group 1 and 2 will be taught gymnastic lessons by a physical exercise teacher in the big gym hall. In the gym hall they should wear gymnastic clothes and sporting shoes. Anita Spruijt or Sanne van Alsem is their teacher.

Groups 3 to 8 and the newcomer group receive physical education twice a week, by their physical exercise teacher Josh van Pelt. During gym class, pupils wear gymnastic clothes and sporting shoes. We promote having a shower after the lesson. Pupils are allowed to shower in their underwear or swimming outfit. We expect the pupil to bring fresh dry underwear. Boys and girls have their own dressing room and shower facility. A 'legionella-security' is installed on the showers. For security reasons, it is not allowed to wear bracelets, necklaces, watches or other jewellery during the lessons. This includes headscarves, caps and other items for the head. Loose hair must be worn in a tail during the exercise lesson. We strongly advise parents not to allow their children to bring jewellery to school. The school or the board is never liable for damage to, missing of, or theft of belongings not even if the items have been given to the teacher during the lesson. Group 8 usually competes in the annual 'Sport Olympiad'. Every group has one sports day a year. For group 7, this is a survival. Furthermore, we join in the 'Wateringse Veldloop' and sporting events organized by the council. The tournaments take place on a Wednesday afternoon.

The motoric development of the pupils from group 2 to 8 is registered using the program 'Volg Mij' (Follow Me). By looking closely at the progress of the pupils, we can work structurally and planned on the motoric development of the pupils. We made a conscious choice for 2 scoring ranges considering moving and 3 scoring ranges considering behaviour. We made this choice because the behaviour of the pupils plays a more and more prominent role during physical exercise. The pedagogical ambiance is very important for the movement behaviour of the pupils. A good pedagogical ambiance is the base for further development.

ICT

Devices

Devices and fast access to digital information sources have become an integral part of our daily lives. Pupils are confronted with a lot of information, videos and pictures via computer, tablet or mobile phone on a daily basis. As a school we believe it is important that our pupils learn to deal with these digital challenges in a responsible manner. Our pupils experience the digital practice by working with Chromebooks and digital resources. In addition, we believe computers, Chromebooks and tablets to provide opportunities for more interactive lessons. Therefore, every group has its own devices: groups 1 to 3 use tablets and in groups 4 to 8 all pupils will have their own Chromebook.

We use these devices in several ways: for processing the taught lessons (so pupils can practice with what they have learned in class), for teaching more interactive lessons (such as a quiz or a WebQuest) and for educational games and software such as Squala, which allow our pupils to learn in a playful way. The devices can also be used to find information on the internet for example during lessons of IPC. Teaching practical computer programs, such as Word or PowerPoint (to write a letter or story) is also an aspect of our digital education. And finally, we teach our pupils about online safety and the reliability of (online) sources.

Now that we have a Chromebook available to every individual pupil (in groups 3-8), our digital possibilities have really taken off. Therefore, we will formulate our vision regarding digital skills and education in a policy plan.

Snappet

From group 4 on pupils will use Snappet. Snappet is a digital educational platform. It offers assignments for frequently used education methods. Our pupils are instructed by their teacher and start working on the assignments in Snappet's system. The system adjusts the difficulty level of the questions to the skill level of the pupil. Thanks to this, every pupil is challenged on his or her own level. Snappet allows to activate work modules, this allows pupils to train more on the subjects they still find difficult. In an easy way, the teacher can check the performance of the pupils on every subject and knows exactly which pupil needs extra instructions or help. If necessary or wanted, pupils can practice at home with Snappet.

To prevent that our pupils are just working with their tablets, only selected subjects will be offered via Snappet. The other subjects will be taught the regular way. During arithmetic lessons.

Social Education

Daltonschool De Vijver is a public school, which means that everyone is welcome, regardless of religion or belief. Our school has a very diverse population, with pupils and teachers from all kinds of cultural and religious backgrounds. Children are curious about these differences and want to learn about each other's culture and religion. We believe it is important that our pupils learn about these topics and learn to discuss differences and similarities with their classmates. Therefore, all students in groups 6 to 8 weekly participates in social education (lessons on worldviews, philosophy of life and religion). These lessons last 45 minutes and are taught by a specialist teacher. The aim of these lessons is to make pupils think about their own identity, the identity of others and their place in our diverse society. Based on stories, special teaching methods and skill training, pupils learn to become more confident. Pupils learn to formulate their own ideas and opinions and to develop their own view of the world.

The social education teacher works for the Centrum voor Vormingsonderwijs (the Center of social education), to which seven philosophies of life/religions are affiliated as employers (Buddhism, Humanism, Hinduism, Islam, Judaism, Catholicism and Protestantism). During the social education lessons all philosophies of life/religions are covered. The teacher teaches about backgrounds, holidays and important stories. The lessons offer space to research the different philosophies of life. In this way we prepare our students for their own role in the plural society.

Theme Closures

During the school year 2022-2023 we want to address the themes that have been taught during the IPC lessons (orientation on the world) in a creative manner that matches the talents of the pupils and the teachers. It can be an exhibition, a presentation, a dance, a song, a play or a concert. The activities increase the sense of togetherness and the cooperation between the pupils during the preparations. Further, the pupils learn to act in front of or show something to a (large) group of people.

Extracurricular activities

Extracurricular activities are activities for pupils that are not directly linked to the curriculum. These activities are organized because they are an addition to the learning program and/or because they improve the ambiance. Every year, we focus on several celebrations and parties from a culture or religion, so that pupils get to know more about each other's customs and backgrounds.

Examples of extracurricular activities:

- Visits to museums
- Sinterklaas visiting school
- Pietengym around Sinterklaas
- Christmas breakfast
- Theatre shows, puppet show and movie shows
- Excursions to for example the petting zoo and the Zandmotor
- Week for the parents
- craft mornings for Eater and Christmas
- School trip for groups 1 to 7
- Traffic exam group 7
- Koningsspelen (sport activities around Kings Day)
- Survival (group 7)
- Sports day
- School camp group 8
- A farewell for the children of group 2
- A farewell to the children of group 8
- Summer party
- After-school (VSD) activities (photography)

Many of these extracurricular activities are made possible by the (voluntarily) parental contribution. To be able to continue these activities it is necessary to receive sufficient contribution from the parents.

After-school activities

During lunch break and after school, pupils can develop their talents by taking part in the after-school sporting activities and/or the extended school day activities such as hockey, judo, baseball, street dance, Mad Science, cold cooking, music lessons and theatre. Taking part in these activities is for free.

Planning of school activities

In this overview (see appendix), all relevant activities planned for this school year are mentioned.



5 The care for our pupils

The care coordinators

The care coordinators have the specific task to coordinate the help for pupils who need extra care, both cognitive and behavioural. They advise and support the teacher when undertaking actions for the group or the individual pupil. Monitoring happens through consultation with the management team every fortnight. Further, the care coordinators consult external experts, for example people from the school counselling, Bureau Jeugdzorg (youthcare), special education CJG and more. The teacher will always be the first spokesperson for the parents. If there are worries about a child, a care coordinator can be involved in the talks with parents. You can get in touch with the care coordinators personally, by phone or by sending a message through Social Schools.

The care coordinators are:

Two internal counsellors:

- Yvette Pont: group 1 to 4
y.pont@daltonschooldevijver.nl
- Tonny Boode: group 5 to 8
t.boode@daltonschooldevijver.nl

Two behaviour specialists:

- Yvette Pont: group 1 to 3
y.pont@daltonschooldevijver.nl
- Louise Zuurmond: group 4 to 8
l.zuurmond@daltonschooldevijver.nl

Monitoring the development of the pupils

Our main task is to ensure that pupils develop in the best possible way. Therefore, it is necessary to monitor the improvements of the pupils. This is done through observing, tests, nationwide (CITO) tests and the daily assessment of work made in class. In groups 7 and 8 the questionnaire 'Sociale Veiligheid' (Social Safety) (Scholen met Succes) is filled in.

To adjust the education to the learning needs of the pupil, the following steps are taken for children that start at our school:

- All new pupils that enter school (or during the year) are monitored via an intake talk with the parents.
- In groups 1 and 2 the children are given specific tasks and are observed by the teacher.
- We get in contact with the pupil's current school if the pupil possibly changes to our school. Parents must authorize this in a written statement.

In group 1 and 2 we use KJK for structured observing and registering the development on different areas of development. The teacher will get a complete view of the development and is able to adjust the planning of activities concerning the educational needs of the pupils if needed. The completed overview is the basis for the pupil's report.

Group analysis and individual action plan

Our internal counsellors discuss twice a year, during the group analysis, the group and possible care needing pupils with the teacher. The teacher sets up a group analysis and a plan of approach for the group. If extra care is needed (for example cognitive or behavioural issues), then an individual plan is made in consultation with the internal counsellor and/or behavioural specialist. An individual plan describes (in concrete terms) what goals the school is pursuing with a pupil. This concerns learning and/or behavioural problems. The plan also states the way the goals are to be achieved. The approach is formulated in a goal-oriented manner. An individual plan is always intended to support and help the pupil. As soon as an individual plan is made, the parents will be informed. Part of the plan can be that a video recording of the group is made. This is called 'School-Video-Interactie-Begeleiding' (SMB). The recording is focused on changing the way a teacher acts. We take a close look at the organisation in the class, the interaction and the didactics. For teachers this method can be helpful as a support and to allow them to professionalize their educational and pedagogical tasks. Before the filming commences, a clear help request is formulated. In the case of a help request concerning a child, the parents are asked for their permission. The recording is solely for intern use. If the help project is finished, the recording is deleted.

Development perspective

If a pupil's learning development stays behind and the child is not fit for the group approach anymore then the school sets up a Development Perspective Plan (OOP) for the pupil. In this plan, the school states which learning goals the pupil can achieve and how the school thinks these learning goals can be realised. The goals set in the plan lead to the expected outflow destination (the expected level of secondary education). The plan describes the specific situation of the pupil. One can think of: the social – emotional performance of the pupil, motivation and work attitude, concentration span, expected support from his/her family and possibly the findings from an intelligence test. When extra support for a pupil is necessary a Development Perspective Plan must always be drawn up. Of course, the plan is discussed with the parents.

More and highly intelligent pupils

Pupils might need extra care for different reasons. Pupils who can handle more work than their group mates, we can offer them the extras they need. Of course, this will happen in consultation with the parents. At Daltonschool De Vijver we offer the more and highly intelligent pupils a fitting education package. This means that we investigate if these pupils do need all educational material from that year group. The pupils can pick up educational material that will broaden their knowledge (Level work). This Level work fits the developments of 'Passend Onderwijs' (suitable education) and meets the

educational needs for more and highly intelligent pupils. Level work consists of a complete offer of enriching activities in the field of (foreign) language, reading and Arithmetic. The goal of this method is to meet the motivation of the pupil. From group 3 on, every group has a Level work box with materials. For pupils who can use extra challenges, but don't meet the criteria of the Plus class, we offer this extra educational material in the class. For the groups 1 and 2 we provide Levelspeel (level game).

The Plus Class

There is a Plus Class for pupils from group 3 to 8. The Plus Class groups meet once a week. Rinske Boer teaches the Plus Class lessons which consist of blocks with a duration of several weeks. Starting in the Plus Class is possible at the start of a new block. Starting halfway is not possible. Pupils from group 3 who meet the admission requirements in January, will have a test period in the Plus Class. A condition for a group 3 pupil is that his or her reading skill is at the correct level. This means at least control on level E3 (end of group 3), so that during these lessons they can lookup information by themselves, read it and understand it. The group 3 pupils who will join the Plus Class will miss a part of the reading lesson in their regular group, that is why the reading skill must be at the correct level.

To qualify for the Plus Class the following criteria have been set up:

- Minimal skill level reading E3
- A combination of the following:
- Continuous CITO scores of I or I+
- Expectation of high intelligence after observations or from own teacher.
- Signal features of high intelligence by internal counsellor
- very independent working attitude.
- not finding enough challenge in Plus work of the used teaching materials and Level work materials.
- An IQ test over 120 (not necessary).

The Plus Class is meant for:

- The harmonious gifted pupil (balance between IQ and performance) who performs as expected. In this scenario the Plus Class has a preventive effect. We offer enough challenge and prevent frustrations, underachievement and boredom.
- The pupil who experiences difficulties working at school. For this pupil, who meets the above-mentioned criteria, the Plus Class can be a good care. In this scenario the Plus Class becomes curative.

The Plus Class uses the design cycle of learning by inquiring and designing. The pupils have a lot of freedom, autonomy, and responsibility for their own learning process. The pupils work project based on the six 21st century skills (the 6 C's): creativity, critical thinking, character, communication, collaboration, and citizenship. The tasks are focussed on developing meaningful knowledge and competences which

are necessary for the future society (21st century skills). Next to this, the specific problems this group can experience are considered, such as: over- and underestimation, self-dependent working (learning to plan), motivation, use of the memory, belief (know you can do it), perfectionism and fear of failing, collaboration and gaps.

The care for pupils with specific educational needs

If it is concluded from tests or observations that a child has learning or development problems, the teacher and the internal counsellor together will look for a way to solve the problems. At first, we try to let the teacher solve the problems within the group. If that doesn't suffice, then we will plan a MDO (Multi Discipline Meeting). During an MDO, in every case the teacher, internal counsellor, parents and the education advisor from De Haagse Scholen are present. Further, School Social work will usually join an MDO. Dependent on educational and support needs of the pupil, external partners can be invited for the meeting (for example youth aid, youth doctor and school attendance officer). The parents are asked for permission. Parents are invited to be present during the meeting and will receive a report of what has been discussed. In our 'care plan' and school support profile, we give an extended description of the organization for care pupils at our school. The internal supervisor has a copy for your perusal.

Group division

To be able to give all the pupils the attention they need, we make sure there is a balanced composition in every group. We consider cognitive factors (mental development) and the social-emotional aspect. We will look at the achievements of the pupils, their behaviour, the social skills and of course their friends. The goal of our school is that every child can develop in the best possible way. Because of this reason, it is important to divide the pupils who need extra care evenly over the groups. It concerns pupils who need extra challenges and pupils who need extra explanation about the lessons. Because pupils continue to develop on the before mentioned subjects, at the end of every school year we examine if the current group division is still the one that fits best. Because of the strive for a balanced composition of pupils in the group, it might be necessary to sometimes split or combine groups. You can be assured that we will do this with the utmost care and based on the earlier mentioned criteria.

Suitable education

Cooperation in our region takes place within Stichting Passend Primair Onderwijs Haaglanden (SPPOH; Foundation for appropriate primary education region The Hague). SPPOH specializes in supporting children who have difficulties learning. As much as possible is done with the skills of the pupils. Suitable education is not only about the pupil. The possibilities of the group, the teacher, the school and the parents are just as important for happiness and success. A good cooperation between the school boards, schools, professionals, parents and external parties should lead to the best appropriate combination of education, support, upbringing and where necessary. We offer, just as the other schools that are a member of SPPOH, a permanent and solid selection of basic support. That means for example that the pedagogical climate at school has been well thought over, the teachers adjust their way of working every day to the (individual) pupils in their group and that there is a collaboration with the Centrum voor Jeugd en Gezin (Center for Youth and Family).

A small number of the pupils (about 5%) need more support, sometimes combined with care. Often the extra support can be given at school. In consultation with the parents is determined in which way the support can be given. Extra means can be requested for at SPPOH. Because extra support, based on the specific needs of the pupil, is unique and every request will be different, we nowadays use the term 'arrangement'. We arrange something special for the specific pupil. Sometimes it is not achievable to organize the extra support at the own school and then a place for the pupil is arranged at a special (primary) education school or another primary school. In such a case, we ask, in consultation with the parents SPPOH for an admissibility statement. With the arrival of suitable education, schools for special primary education or special education weren't abolished. SPPOH tries to organize the extra support for the pupils in their own environment as much as possible.

The goal is that the school and the parents cooperate as partners if care or extra support is needed for a pupil. This increases the chance of success for a pupil.

Finally:

For more extensive information about suitable education we refer to:

1. Website SPPOH www.sppoh.nl
2. www.passendonderwijs.nl
3. A website about suitable education, especially for parents: www.steunpuntpassendonderwijs.nl

The central information point concerning the introduction of suitable education from the Ministry of OCW.

Dyslexia

The protocol 'severe reading difficulties and dyslexia' is part of the care policy at Daltonschool De Vijver. Not every pupil develops the ability to read in the same easy way. A pupil who doesn't read so well, or who doesn't like reading stands out. The goal of our school is to pay enough attention to early signalling and helping pupils with reading and spelling problems. Reading and spelling problems often become visible in group 3 and 4. Pupils experiencing difficulties with reading and spelling get extra explanation and attention in de group. If there is no improvement, these pupils will be discussed with the internal counsellor. The internal counsellor and the teacher discuss whether it is necessary to enlist this pupil for the dyslexia route at school. This route exists of three measurements (O-measurement), in between measurement and a final measurement) and extra remedial teaching (RT) outside the group, so the pupil can be given extra lessons in reading and spelling in a small group. If no improvement is shown, or during the evaluation of the action plan the outcome is that the effect is marginal, it can be decided to do an extensive diagnostic test with help from the Specialised organisation HCO. The criteria for testing are strict. A pupil needs to score a V- on the DMT (three-minute word reading tests) on three consecutive administration moments (despite the RT offered to the pupil). The result of the test will be discussed by the remedial educationalist and the internal counsellor with the parents. Sometimes the parents want to do a dyslexia test in private. The school will then cooperate. In a talk with the parents we will explain why we do or don't advise a test. When parents decide to have the test done by an external party, we will hand over all the information that is available. Of course, after the test, we would like to hear the advice of the expert so that we, where possible, can adjust our education to the need of the pupil. The dyslexia protocol can be read via the internal counsellor.

Information meeting, reports and talks

In August, the teacher has an initial meeting with all parents. In September an information meeting is organized per group. During this meeting the teacher explains the programme of the coming school year. Twice a year (in February and June) the parents of pupils in group 1 and 2 have a progress talk with the teacher. Also, in February and June parents receive a printout of KJK (the progress monitoring program in groups 1 and 2) in which the progress in various development areas is included, so parents have an overview of the development of their son or daughter.

Twice a year (February, and May) pupils from groups 3 to 7 receive their report and an invitation for the report conversations. The pupils from groups 3 to 8 are expected to actively participate in these conversations. During the talk (that will last 10 minutes the pupil as well as the parents and the teacher can talk about information and questions and wishes. Parents are invited through Social Schools for the report talk. In the last report of group 7, the preliminary advice will be stated. This advice indicates the level on which the pupil will leave school. The reports shall be given a week in advance to the report conversations.

Each report is also issued with an overview with de results of de CITO tests. If you want as a parent you can see the CITO tests made by your son or daughter. The parents receive a report folder for their child. In this folder you can keep the issued reports and works from your child. So, you can follow the development of your child.

Secondary education

The transition from primary education to secondary education is a big happening for every child and their parents. The choice is huge. There are various forms of secondary education and within the forms there are many schools. We try to help with that choice by providing the best information possible. Parents from the pupils in groups 7 and 8 receive information about secondary education, both digital and at a special information evening. The parents also receive an overview with important data and a description of the procedure about the placement at the secondary education. This information will also be sent via Social Schools. The preliminary advice will be given to the pupils and the parents at the end of group 7. The preliminary advice are discussed during the last report talk. The final advice is given together with the report at the end of November (group 8) and is discussed during a personal talk with the pupil and the parents. In February the parents receive a printout of OT (Onderwijs Transparant). From the 11th until 24th of February (first application period) the pupils can be signed in at a school for secondary education. In March follows instead of a 2nd report, a list with grades. After finishing the Central Final Test we have to reconsider the advice, if the score on the final test is higher than the secondary school advise that was given. We will get in contact with the parents and the pupil.

Application procedure secondary education

As a parent or guardian, you have the right to apply for a place for your child on more than one school for secondary education. During the first period of the school year, we inform you about the way the registration is regulated and what you have to do. Furthermore, in the autumn we will give you a brochure from BOVO Haaglanden containing all the information and you will receive the VO-Guide (Secondary Education Guide). Every year we organize a VO-market at school, a couple of months before the open days. At this market different secondary education schools present themselves. The pupils from group 7 and their parents are invited for the VO-market as well. They also receive the VO-guide.

Results

In group 8, the pupils take a test, the Central Final Test. This school year the Central Final Test will be taken during week 16 (20th, 21st and 22nd of April 2022). The results from the Central Final Test are standardized nationally. On basis of the result, the school's verdict, the threshold investigation and the pupil following system the parent will get a good advice concerning school advice in the secondary education.

The pupils have based on their working attitude and on the test results (method bounded and CITO) been given the following advice:

WVO:	5
WVO/HAVO:	6
HAVO:	6
HAVO/TL:	8
TL (MAVO):	6
Kaderberoepsgerichte leerweg/TL:	5
Kaderberoepsgerichte leerweg:	6
(including 1 pupil with educational support, called LWOO)	
Kader-/basisberoepsgerichte leerweg:	4
(including 1 pupil with educational support, called LWOO)	
Basisberoepsgerichte leerweg:	0
Praktijkonderwijs:	1

Conclusion:

65.96% (31) of the pupils (47) will attend TL/HAVO/WVO. 10.64% (5) of the pupils (47) will attend kader/TL. 21.28% (10) of the pupils (47) will attend the former vocational education (VMBO kader or basis) and 2,13% (1) of the pupils (47) will attend vocational training. Attached you receive an overview showing the outflux 2021-2022 to the different secondary education schools.

From all made CITO-tests (so also the CITO-tests in group 3 to 7) a depth analysis will be made. The outcome will be looked at and discussed by the teachers. The results are points of improvement, on which the school and the teachers can work. Furthermore, the analysis is compared with the quality document and the school profile, so the outcome can be compared with the pupil population and the expectations.

If a child leaves the school due to a move or a transit to the secondary education, an educational report is made. This report is for use for the receiving school to give the new teachers an impression of their new pupil. In the report his or her progressions and the scores from the pupil tracking system are listed.

School social work

It is possible that sometimes you have questions about your family, upbringing or finances. The school social worker, Ninke Fabrie, is present at school once a week. Don't feel timid to talk to her. You can go to her for a good advice. There are no costs involved. Pupils too can experience difficult time and might need a good talk. A talk between the school social worker and your child only happens with you knowing about it. The conversation is on the base of confidentiality. Registration for school social work always goes through the internal counsellors.

Children's coaching

After years of experience as a school social worker, Jessica Freeke is now exclusively working as a children's coach at Daltonschool de Vijver. Together with the child, its parents and teacher, Jessica strives to find ways to ensure the child feels well and can flourish. Sometimes a little extra support and advice is necessary. Jessica works with children individually and uses a variety of methods that suits the needs and interests of the child. Sometimes Jessica works with a small group of children (called the 'bear club') on the same goals. The idea behind is that co-exercising also helps. Registration for children's coaching always goes through the internal counsellors.

Suspension and expulsion of pupils

The Stichting De Haagse Scholen has an unambiguous policy for suspension and expulsion. A pupil can be expelled from school if an untenable situation has arisen and there is no prospect of a solution. Furthermore, a pupil can be expelled from school when there is a recommendation for special education, but there is no agreement with the parents. Both with suspension and expulsion of pupils we follow the protocols of De Haagse Scholen. These protocols can be requested from the school's Management Board. If a child shows serious misbehaving, he or she can be (temporarily) suspended from school. This can be a suspension for a certain time or an expulsion.

The decision for expulsion will be announced by the Director of the Stichting De Haagse Scholen, written and with the reasons, only after the teacher and parents are heard about the intention to expulse the pupil. Hereby it is possible for the parents or carers, within 6 weeks after date, to object against this decision by letter. Next, the authorised supervision (the management board) reacts within 4 weeks to the objection and takes, after having heard the parents, a decision. Our management board has the duty, if your child is expelled from school, to look for another school. If we might not succeed within 8 weeks, there will definitive be no place for your child at our school and you will have to find a school for your child yourself.

Domestic violence and child mistreatment

On the 1st of July 2013 the law 'Meldcode huiselijk geweld' came into action. Daltonschool De Vijver has the duty that if there are indications of domestic violence and/or child mistreatment to act according to the reporting code and the protocol. We are obliged to include an assessment framework to support the decision whether to inform Veilig Thuis (Safe Home) and to involve the (own) care assistance.

Youth Health Care Escamp

During the time your child goes to school, he or she undergoes a great development. Both physically, mentally and socially your child is growing. The department Jeugdgezondheidszorg (Youth Health Care) from the local Centre for Youth and Family (CJG) checks on the growth and development of the child. The Jeugdgezondheidszorg works as a team. For our school the school nurse is Rahma Ibrahim and Sarita Gene is the school doctor. The Jeugdgezondheidszorg, youth team CJG and the parent support center are located at Laan van Wateringse Veld 392; the phone number is: 070-7529030.

School dentist

The Youth Dental Care Center is located at Sir Winston Churchilllaan 490, 070-3949944. For more information: www.jeugdtandzorgdh.nl

Speech therapy

Early detection of problems concerning speech and language development is very important. If there are doubts about pupils concerning voice, speech, language or hearing, the teacher or internal counsellor can fill in a speech therapy screening list. Following the results of this list, a teacher can undertake action:

- Stimulate the pupil in class;
- Refer the pupil for a speech therapy screening, so that it can be decided if speech therapy is necessary;
- Refer the pupil for speech therapy if specific help is needed.



6 The parents

Involvement

We think good contact, based on mutual involvement, between parents and the school is of the utmost importance. That's why we started a working group 'parent involvement'. The chairwoman of the workgroup is Mariëtte Lindqvist. The working group comes up with many ways for parents to be able and to stimulate them to show their involvement for the school. Further, the workgroup gives parents the possibility, for example through a survey, to indicate how the interaction between the school, the teachers and the parents might be increased. If desired, it is possible for parents to make an appointment to meet a teacher after school hours. The teacher can of course also get in touch with the parents.

Communication between school and parents

Communication between the school and the parents is done through the digital communication system Social Schools. It is aimed at active communication from both sides. Parents find all their child's school information in one place and as a school we can communicate in a targeted and quick manner.

Via e Social Schools you receive:

- Focused information about the group of your son or daughter.
- School information such as the weekly newsletter and the school guide.
- The agenda and calendar in PDF format. You can export the agenda items to your own agenda.
- A reminder about margin days and holidays.

Via Social Schools you can:

- Look at the group overview of your son or daughter, if parents allowed this.
- Manage the address, telephone and emergency data from yourself, your child(ren) and a possible babysit.
- Sign up for meetings with your child's teacher.
- Find earlier sent information, such as newsletters.
- Communicate directly with the teacher of your son or daughter or another employee from school. You can send a message by typing the name of the person, there is no need for an email address.
- Report your son or daughter sick or better.

You can download the Social Schools App for free for Apple and Android phones and tablets.

When you enlist your son or daughter, we will ask you for your email address. You will then receive information about activating Social Schools and registering for an account. We include information about the protection of privacy and security. Of course, you decide which information you share.

Information provision

Every family receives the school guide and the planning of activities at the start of the school year. Every week you will receive the newsletter via Social Schools. It contains important information about the school. We try to send you all letters via Social Schools. Did you not receive the information, have you lost a newsletter or you would like to receive the information on paper, then it is possible to collect it at school, or send an email to the administration office (info@daltonschooldevijver.nl).

Participation Council (Medezeggenschapsraad, MR)

The PC consists of 4 parents and 4 members of staff. The council is an important participation body. The MR gives advice about a variety of topics and has the right of consent regarding decisions that are important for the school. Furthermore, the MR discusses school subjects on a regular basis. The MR organizes a meeting in the evening at school 6 times a year. The dates of the meetings are announced up front in the planning of activities. The meetings of the MR are public for parents and members of staff. Once every 2 years there are elections for the MR. You will be informed in time. Do you have questions, or would you like to join as a listener? Please send an email to the members of the MR: mrdevijver@gmail.com or mr@daltonschooldevijver.nl

Participation and involvement for both parents and members of staff with regard to affairs of the foundation De Haagse Scholen is regulated through the Gemeenschappelijke Medezeggenschapsraad (GMR). The GMR is a participation council for all schools within the foundation De Haagse Scholen. Information regarding the GMR can be found on the website of the board: www.dehaagse-scholen.nl, under the banner 'Medezeggenschap'.

Parent Council (Ouderraad, OR)

The school has an active Parent Council. The Parent Council helps organizing and carrying out the many extra activities at our school (for example the school parties and extracurricular activities). Furthermore, the Parent Council set up the budget for spending the voluntarily parental contributions. The parents in the MR (participation council) have the right of consent (legally defined) about the determination or change of the height of the parental contribution and the spending. The meetings of the Parent Council are public. All parents of our pupils are welcome. The Parent Council organizes a meeting every 6 until 8 weeks on a Wednesday or Thursday afternoon (see year planning). If you are interested to become a member of the Parent Council, then you can get in touch with one of the Parent Council members by sending an email to or@daltonschooldevijver.nl

Parental contributions

There has been a change of law per August 2021. All parental contributions are voluntarily. Unfortunately, this means that it is unsure which activities can or cannot be organized during a school year. If we don't receive enough parental contributions, it could mean that activities are cancelled. The organization of the activities depends on the contributions the school receives by collecting the voluntarily parental contributions.

Privacy

We strive to be safe and trusted. You may assume that we handle personal data from pupils, parents and employees in a safe way. De Haagse Scholen, of which we are a part, has set up a privacy policy with the following key points:

- We are transparent and communicate in an active way to all involved, parents, pupils, employees, suppliers and service providers about the way how we handle data and information.
- We take care for an adequate technical protection of data and information.
- We only use licensed tools for security and agreements.
- We only use data and information that are necessary to realize the predetermined goal (data minimization).

We have privacy regulations to guarantee all rights and duties when processing personal data, because privacy is very important at De Haagse Scholen. Furthermore, informative folders for parents and employees have been made, in which the 5 golden rules that everyone must know on how to deal with privacy sensitive data are explained.

Our school uses online educational applications. These applications use personal data. De Haagse Scholen agrees with all suppliers on a processor agreement in which all the rights and duties of the school (responsible) and supplier (processor) are arranged. De Haagse Scholen uses the processor agreement from the Primair Onderwijsraad (PO raad) (Primary Education Council), which is part of the PO raad privacy covenant. These processor agreements are signed centrally by De Haagse Scholen.

Our school uses image and film material to show what fun education is. De Haagse Scholen has set up a directive for the use of image and film material in the public space which is also handled by our school. Although we handle personal data with the utmost care, there is a possibility that data are lost or fall into unauthorized hands. Therefore, De Haagse Scholen has set up (according to the law) a report unit for data leaks. From this report unit the handling of every (possible) data leak is coordinated.

Footage and other visual material

There is a possibility that visual material (footage and film records) will be published on the website of the school, in the newsletter, in the media or in commercial folders from school or the architect. Every year you are asked to let us know via Social Schools if you do or don't give us permission to shoot photos and possibly publish these. If you have any objection concerning your child, could you let us know via Social Schools and/or the administration (info@daltonschooldevijver.nl)? If there is going to be filming, we will ask you per shoot or record if you do or don't give permission to film your son or daughter.

Use of telephones

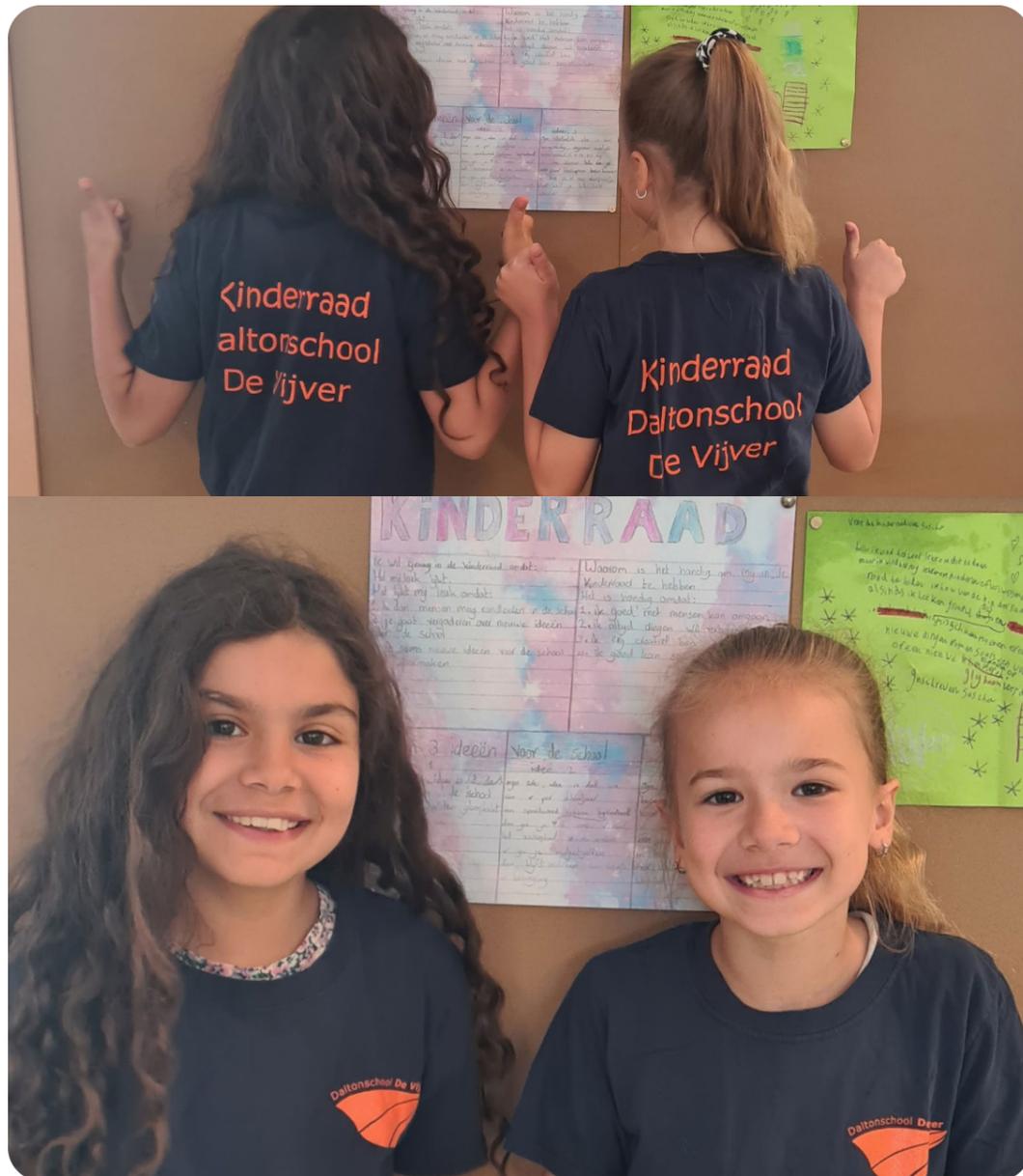
Telephones are not allowed at school for pupils. Some pupils are an exception to this rule (for example due to illness). In this last case a letter from the parent(s) is necessary. If devices are necessary in the curriculum, these can be brought in after a request from the teacher. In all other cases, telephones, cameras etc. will be confiscated if present at school. After school hours or the next day, the devices can be picked up by a parent at the management board. If there is a lesson that requires devices, it is not allowed to take pictures or record films or sounds without permission. That would be a wrongful act and this could mean a notification or statement to the police and possible expulsion from our school.

Complaints procedure

Daltonschool de Vijver aims to be a school where parents, pupils and teachers cooperate in an ambiance of trust. We strive that everyone feels free to ask and to discuss problems with the teacher. The school uses the model complaints procedure for primary education. At Daltonschool De Vijver two confidential counsellors have been appointed: Mariëtte Lindqvist (m.lindqvist@daltonschooldevijver.nl) and Denise Roos (d.roos@daltonschooldevijver.nl). If you might not get to a solution with them, you can get in touch with confidential counsellors from De Haagse Scholen: Mr. A. van der Zalm (info@albertvanderzalm.nl / 06-51993618) and Mrs. M. Ferber (marion.ferber@ziggo.nl / 06-46611833).

The school is affiliated with 'Stichting Onderwijsgeschillen' (Council for Educational Disputes), PO Box 85191, 3508 AD, Utrecht. Telephone 030-2809590. The 'geschillencommissie Passend Onderwijs' (disputes commission suitable education) is part of the mentioned council. This commission can, among other things, be contacted in case of an (intended) expulsion. All confidential counsellors have the duty of confidentiality.

We are sure that together we will come up with a solution!



7 Holiday and leave regulations

Exemption of education

It is not allowed to let your child stay at home for no reason. Extra leave can only be granted for a valid reason. When granting extra leave, school is bound by the Leerplichtwet (compulsory education act). Short special leave, such as a visit to the doctor, can be arranged directly with the teacher, via Social Schools. For long term special leave, you can pick up a request form at the administration office. This way we can account for the leave to the school inspectorate and the compulsory education officer.

Compulsory education from the age of 5

All children from the age of 5 are obliged to attend school. We also assume that our 4-year-old pupils come to school daily. If parents would like to differ from this rule, this should first be discussed with the teacher. Pupils who are 5 years of age must go to school at least 4 days a week. For all pupils from the age of 5 the compulsory education act applies. This law allows that pupils in certain circumstances can be exempt from the law on compulsory education. If it's for a maximum of 10 days a year, the school principal can decide. The principal is hereby bound to the compulsory education act and cannot decide personally if the reason for the leave request is well-grounded. Request for a longer period of special leave always must be judged by the compulsory education officer from the municipality of The Hague.

Most common reasons for granting leave

1. Passing away or severe illness in the family.
2. Celebrating a 12.5, 40th and 50th wedding anniversary from family to the second degree (parents, brothers/sisters, grandparents).
3. Relocation
4. Commonly known festivities linked to religion or way of life. For example, Yom Kippur, Eid al-Adha, Eid-al-Fitr, Keti Koti or Diwali. The request must be submitted at least 2 days before the festivities.
5. Illness of the pupil.
6. Holiday other than school holidays. If one of the parents, due to his or her job, cannot go on holiday with the family during the school holidays, a request for a leave can be submitted. The law has very strict conditions and this kind of leave is not easily granted. Holiday leave for the first 2 weeks of the school year cannot be requested. A request for an extra day of leave directly before or after a school holiday will never be granted.

Parents submit a request for exemption in a timely manner and using the appropriate form. Compulsory Education The Hague has an eight week deadline before the start of special leave. Of course, a request for a marriage is different from a request due to illness or a funeral. A request for a maximum of 10 days a year can be submitted in writing using the form 'aanvraag bijzonder verlof' (request special leave). You can be obtained from the administration office. Permission will not be granted if it concerns 'luxury leave', for example a holiday. Unauthorized leave/absenteeism will be reported to the compulsory education officer. Parents must realize that the school risks a huge fine if unauthorized leave is allowed. Parents who take unauthorized leave risk a huge fine themselves as well.

For more information, see <https://www.denhaag.nl/nl/in-de-stad/onderwijs-en-studeren/verlof-van-school-aanvragen.htm>

Absenteeism

The school registers absenteeism every day. It is important not to disturb the learning process of a child too often. That is why absenteeism must be prevented as much as possible. In case of repeated absenteeism, this will be reported to the compulsory education officer.

Being late is also considered absenteeism. Parents will be informed by the teacher about this.

1. After 5 times being late for school, the parents will be informed through a letter.
2. After 9 times being late for school, parents will receive a letter including the data of absenteeism. Furthermore, the absenteeism will be reported to the compulsory education officer. This is frequent absenteeism.

If pupils cannot take part in an education activity due to a physical or other reason, the school will offer another activity at school, in consultation with the parents. We apply the rules from 'beleid De Haagse Scholen (DHS) vrijstelling geregeld schoolbezoek' (De Haagse Scholen policy on exemption from regular school visits).

From January 1st 2017 absenteeism in The Hague is reported digitally via the DUO absenteeism register, so to have a good view of the absenteeism data of primary education.

8 Preschool Repelsteeltje and the day care

Preschool Repelsteeltje

Because of the same vision we cooperate with the preschool in the neighbourhood: Repelsteeltje (located in our school building). Many children transfer from this preschool to our groups 1. We both work with themes that connect with the world of the child. To strengthen our cooperation, we prepare themes together, we attend the same training every year with the pedagogical employees and the teachers of groups 1 and 2 and together we organize activities around a theme. This way the children already get to know each other, they get used to the building and they get to know their future teacher. For both the preschool and the groups 1 and 2 we use the observation and registration system KJK (LOOK). In this way we can follow the development of the children and are able to adjust the care and education for each child.

Before and after school day care

Daltonschool De Vijver cooperates with four day care organizations:

1. Samen is situated in the school building from Daltonschool De Vijver. The centre is called '2Otters' and provides before and after school day care. Phone: 070-3361379.
2. Child center 'De Toverspiegel' (Triodus) provides day care and after school day care. De Toverspiegel is located at Osloweg 11. Phone: 070-3949544.
3. After school day care BLOS is a sporty day care based in the neighbourhood Zonneveld. At BLOS (phone 070-7853332) the emphasis is the development of the child in a cognitive, motoric and creative learning environment.
4. Day care De Kleine Aapjes has, apart from before and after school day care their own preschool (learning place for toddlers). Phone: 070-7371343 / 06-44322997.

If you would like to use the facilities from the before or after school care, you must enlist in time at 1 of the 4 day care organizations!

Staying Over for lunch

They have lunch in class and before or after that, if the weather is good, they can go outside. If the weather is bad, they can play games inside school. Staying over is taken care of by competent 'stay over parents', who will receive compensation for this.

The coordinator for staying over is Petra Landsmeer (p.landsmeer@daltonschooldevijver.nl), the deputy principal. You can get in contact with her if you have any questions. The final responsibility for staying over belongs to the teachers and the management team. A couple of times a year, the stay over parents have a meeting with the stay over coordinator.

To stay over in a good manner, we set up school rules, which the stay over children must abide by. If pupils don't follow the rules several times, they can't stay over anymore. The parents will be informed by the teacher. The school management has a final say in this matter. From our colleague Tonny Boode you can buy stay over passes on Mondays from 8.15 until 8.45 and on Wednesdays from 12.15 until 12.45. The teachers keep the pass with them until it is fully used. For brothers and sisters from different groups, separate passes must be bought.

Every day that a child stays over, 1 credit is debited. When the pass is almost full, parents receive a reminder for buying a new pass. As soon as a new pass has been purchased, the full pass can be brought home. Pupils can only stay over if a pass has been bought.

The costs of the stay over passes are:

5 credits:	€ 10,-
20 credits:	€ 27,50
50 credits:	€ 65,-

If parents pay the full sum for the whole school year before the 12th of September 2022, a discount of 10% applies. The account number for staying over is NL48 INGB 0009 0887 35 and the account holder is Kikkerbeet Overblijf.



9 Worth Knowing

Animals in the school or in the schoolyard

Dogs are not allowed in school or in the schoolyard. If you bring or pick up your children, please leave your dog at home or at least waiting outside the school ground. Some pupils are allergic to certain animals. If this is the case for your child, please let the teacher know. Of course, there won't come any animals in the group, if one or more children are allergic. If your child may bring his or her favourite pet to school on World Animal Day, please discuss this with the teacher.

Bikes

Riding a bike in the school yard is not allowed. Bikes must be placed in the bicycle stands in the bicycle shed. It is obliged to properly lock the bikes. This also counts for steps. Steps are not allowed in school. During school hours the bicycle shed is locked. The bicycle shed is before and after school hours solely accessible for pupils who came by bike or step. The school and municipality are never liable for damage, loss or theft.

Health: allergies & medication

If your son or daughter has an allergy or uses medication, directly inform the teacher. Pupils are sometimes prescribed medication or other means that they must take in several times a day, so also during lessons. For example, antibiotics or a puffer against asthma. Parents can ask the school to help the pupil. Written permission from the parents is necessary. In most occasions, it's not just simple medication, but medication that could, when handled incorrect, harm the health of the child. That's why we ask you to write down the sort of medication, the frequency and quantity and how they should be taken in. Furthermore, you write down the period in which the medication must be provided. In this way, parents show clearly what they expect from school, so that they themselves know exactly what to do and where they are responsible for. When it is a long time during which the medication must be provided, the school must speak with the parents on a regular basis about the illness and the use of medication at school.

Head lice

If your child has head lice, please report the teacher immediately. If a child has head lice, all parents from that group will be informed via a (general) letter. At the pharmacy several means to fight head lice are available. Although the check on lice is always the responsibility of the parents, there are parents who, after a request from the teacher, check the whole group, for example after a holiday.

Homework

From group 3 on, we start giving our pupils homework. Giving homework has the following goals:

- As a remedial measure (group 3 to 8) for Arithmetic, reading and spelling.
- To get to know the subject material (group 4 to 8).
- To learn study skills (group 4 to 8).

The quantity of homework is increased gradually upward from group 5. Pupils from group 6 to 8 must bring an agenda to school, so they can write down their homework.

If a child does not make or learn his homework on a proper level on a regular basis, the parents will be informed by the teacher as soon as possible. As a school we expect the parents to stimulate their children and if needed, help them with doing their homework. Homework is more than just making assignments on paper.

Cards and invitations

To prevent pupils from being disappointed, birthday and Christmas cards and invitations cannot be handed out during school hours.

Evacuation plan

The school has an evacuation plan. Every classroom is provided with information concerning an evacuation. An evacuation drill training is held on a regular basis.

Sweets and fruit

We stimulate bringing healthy snacks and drinks (such as water). As you know, eating sweets is bad for the teeth and health. Eating sweets during school hours is therefore not allowed. Please mind that your child does not bring sweets to school. Only in exceptional cases eating sweets is allowed (to a limited extent); for example, during a celebration. See the subject 'birthdays'. All pupils should bring some fruit or vegetables for the morning break. If that is not nutritious enough, then yoghurt, a cracker or a sandwich is allowed. During the morning break at 10 a.m., no cookies in bags, cookies containing chocolate, sweet sandwiches, croissants and so on can be eaten.

Sponsorship

Our school is very keen on a sponsorship, but the sponsorship should meet the standards set by our MR (participation council). The nature of the sponsorship cannot be unfriendly to children and must be in reasonable proportion compared to the gift. If companies or individuals are interested in a sponsorship for our school, we ask you to get in contact with the management board or the MR.

Phone numbers parents or guardians

We would like to insist on you to inform the administration office about (changed) phone numbers and to change these in Social Schools as well. If something might happen to a child, it is very unfortunate if we can't get in touch with the parents and possible emergency numbers.

Trips and excursions

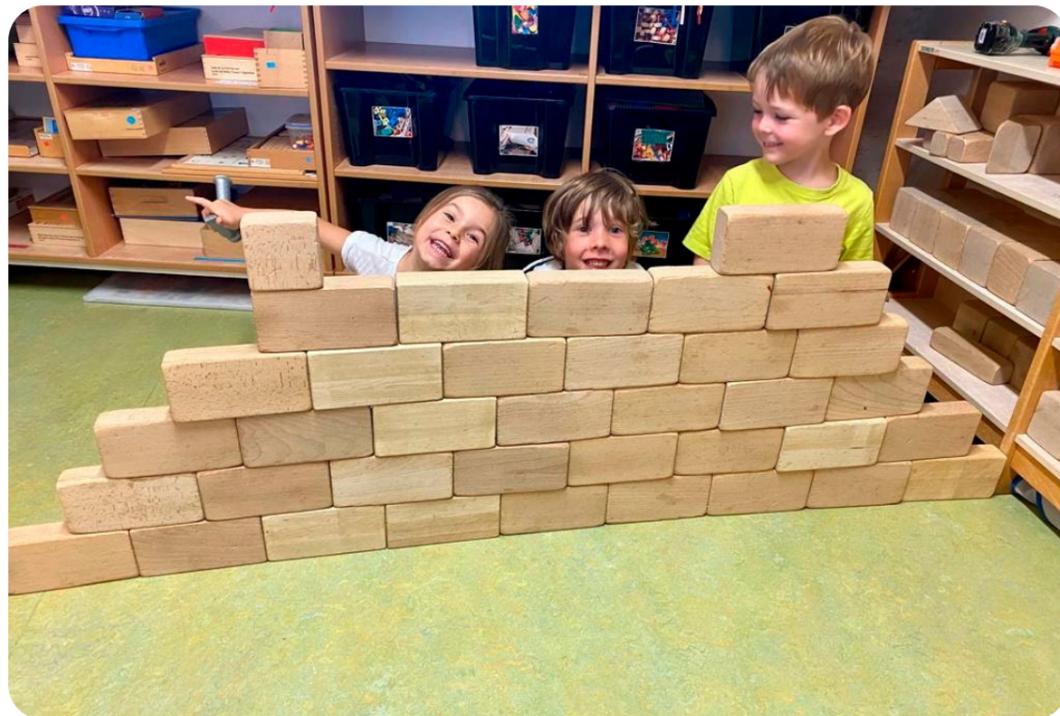
During the school year there will be trips to, for example, the petting zoo, the forest, the theatre, and museums. Often, we rely on kind parents who are willing to help us with escorting and transporting children with their car.

Birthdays

Your child's birthday is an experience that he or she has been looking forward to for a long time. We truly celebrate this! In the groups 1 and 2, even a party chair and a party hat are used. Every party goes with some goodies or something fun. The birthday boy or girl can treat something healthy or a small gift. We do not want treats like a bag of sweets. Healthy treats are more than welcome. In practice this turns out to be a tricky point. Many pupils do want to hand out bags filled with sweets as a treat. This is not allowed. If you have questions about what treats are suitable, ask the teacher or look on the internet for ideas. The teacher will get in touch with the parents before the birthday, partly because of preventing bags with sweets. Apart from the party at school, pupils also have a party with friends. Handing out invitations for this birthday party can cause disappointment amongst other pupils. Therefore, we ask you not to let your child hand out the invitations at school.

Insurance

Stichting De Haagse Scholen has insured all 52 schools, including Daltonschool De Vijver, for liability and accidents and an ongoing travel insurance. Should something happens, parents should first contact the school. Both Stichting De Haagse Scholen as Daltonschool De Vijver cannot be liable for damage to (expensive) clothing and belongings from pupils.



10 Important names and addresses

School Board

Stichting De Haagse Scholen
PO Box 61454
2506 AL The Hague
070-3065200

Visiting address:
Johanna Westerdijkplein 1
2521 EN The Hague

Coordinating director DHS:
Mrs. M. Heijboer
(on an interim basis)

Inspectorate of education

info@owinsp.nl
www.onderwijsinspectie.nl
0800-8051 (free)

Hotline
Confidential counsellors
0900-1113111 (local tariff)

Compulsory Education The Hague

070-3533000

Participation Council (MR) Daltonschool De Vijver

mrdevijver@gmail.com
mr@daltonschooldevijver.nl

Parent Council
Daltonschool De Vijver
or@daltonschooldevijver.nl

Association Public Education Vereniging Openbaar Onderwijs

PO Box 10241
1301 AE Almere
036-5331500

Dutch Dalton Association (NDV)

Bezuidenhoutseweg 251-253
2594 AM The Hague
070-3315281
www.dalton.nl

Information and Advice about Education for parents

0800-5010 (free)

Association Educational Disputes

PO Box 85191
3508 AD Utrecht
030-2809590

Preschool Repelsteeltje

Kikkerbeetlaan 27
2548 WJ The Hague
www.stichtingmooi.nl/gezin/
voorschool-peuterspeelzalen

Preschool and day care De Kleine Aapjes

Osloweg 1B
2548 VJ The Hague
070-7371343 / 06-44322997
De.kleineaapjes@hotmail.com

Day Care: 2Samen

Head Office 2Samen
070-338550
2Otters
Kikkerbeetlaan 27
2548 WJ The Hague
070-3361379
www.2samen.nl

Day care BLOS

S.v. Wateringseveld
Guido de Moorstraat 35
2548 ZS The Hague
070-3250113 / 06-34828699
www.blos.nl

Day Care: Hakuna Matata

S. v. Wateringseveld
Guido de Moorstraat 35
2548 ZS The Hague
070-3250113 / 06-34828699
www.blos.nl

Day Care: Toverspiegel (Triodus)

Osloweg 11
2548 VJ The Hague
Wateringse Veld
070-3120010
www.triodus.nl/locatie/
buitenschoolse-opvang-
toverspiegel

Speech Therapy Practice Wateringse Veld

Laan van Wateringse Veld 745
2548 BP The Hague
070-3364737
www.logopediewateringseveld.nl

Speech Therapy Den Haag Zuid

Dublinweg 1
(location Wateringse Veld)
2548 TM The Hague
070-7615077
Heulweg 11
2291 BW Wateringen
0174-298564

Youth Health Care, CJG and aid for raising children

Laan van Wateringse Veld 392
2548 CJ The Hague
070-7529030

Youth Tooth Care Centre Escamp

Sir W. Churchillaan 490
2285 ST Rijswijk
070-3051200

Daltonschool De Vijver

Kikkerbeetlaan 27

2548 WJ The Hague

Tel. 070-396 75 88

www.daltonschooldevijver.nl

Daltonschool **De Vijver**



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