

The School Guide 2014-2016

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The public elementary school Eglantier

Location Tanthof

Derde Werelddreef 29

2622 HB Delft

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Location Voorhof

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The public schools in Delft and Rijswijk have formed the foundation Librijn public education.

More information can be found on the website www.librijn.nl.

Foreword

Schools differ increasingly, in approaches, in atmosphere and in what children learn. This school guide aims to give an impression of what our school has to offer children and their parents.

We are proud of our school and we want to try to show you the reason of our pride in this guide.

You may read how we give shape to the education at our school and why we have chosen to do it this way.

Every year, all parents with children at our school receive an additional calendar for the school year. In this calendar we will give you information about the school and dates which are relevant for that particular year.

This school guide is written by the Executive Board and adopted by the competent authority of the school.

We hope you enjoy reading our school guide. If you have questions, suggestions for improvement, or need further information after reading this school guide, we would like to hear from you. You may contact one of the managers.

On behalf of the team,

Erika Kraai (location manager Tanthof)

Yvonne den Haan (location manager Voorhof)

1 Who are we?

1.1 Name of the school

The name of the school has two meanings. The first meaning is that of a rose bush, a rose-like shrub with bright red rose-hips. It is a name that fits the school because of the school's interest in nature. The second meaning of Eglantier is that it was the name of the Chamber of Rhetoric, a literary society in the Golden Age, "Flowering in Love." And that concept can be found in the school. It is how the people working in our school give shape to the development of the learning child.

Public Elementary school De Eglantier

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1.2 Structure and Management Team

The team of location Tanthof consists of about 14 teachers and the team of location Voorhof consists of about 20 teachers. At both sites, the Site Manager is responsible for the daily management. The management consists of the Site Manager, the coordinator of the groups 1 to 4, and the coordinator of the groups 5 to 8. A couple times a year, other coordinators join the board.

The Site Manager is the first person to contact at the school for parents, staff and others. The Site Manager is accountable to the cluster manager.

Both locations have a guidance counsellor, called intern begeleider (IB). They are responsible for the care structure and the tracking of the development of the pupils.

The management is supported by a number of executives. Among others, there is a learning coordinator, a language coordinator, a math coordinator, and a coordinator International Primary Curriculum (IPC). You may find a complete list in the calendar, the annual part of our school guide.

Groups 3 to 8 have physical exercise lessons from a specialist teacher. There is also special attention to dance education during gym classes.

The pupils of the Eglantier have English lessons when they start school in group 1. These classes are taught by native speakers or certified English teachers.

1.3a Site of the location Tanthof

The school is located in the district Tanthof West. The school has been designed as a coloured box of bricks with eight classrooms, a gym room and a playgroup. The pastel-coloured tiled cubes form a playful whole that is close to how children experience the world.

The pupils come from the vicinity of the school, but recently more parents from other districts are consciously choosing The Eglantier Tanthof. Reasons for this are the English classes, the IPC, the cooperative work and attention to learning. The number of pupils is about 180, though it is expected that the number of pupils will increase in the coming years.

1.3b Site of the location Voorhof

The school is located in the district Voorhof West. Surrounding the school is a variety of greenery, a large playing area, and the school gardens of grade 2. The school is housed in two buildings within five minutes walking distance of each other. The pupils come from the vicinity of the school, but here also parents from other districts are choosing often for Eglantier de Voorhof. This is mainly due to the English lessons, the IPC, the cooperative work and attention to learning. The building on the Roland Holstlaan houses the children of the ages of 4 - 7 years. The number of pupils varies from 110 to 150. The building on the Ina Boudier-Bakkerstraat is intended for the age groups from 7 - 12 years.

1.4 School Size

The location Tanthof has a stable school population of about 160 pupils, though the expectation is that the number of pupils will grow in the coming years.

The number of pupils of the location Voorhof is stable at about 330 pupils.

2 What do we stand for?

De Eglantier:

"We are the world"

2.1 Principles

"We are the world", self-development through cooperation and cooperative learning.

Students must possess a certain amount of basic knowledge and skills to meet the challenges of the future and to meet the key objectives of education. We consider the following skills as the most important ones: cooperation, problem solving abilities, ICT skills, creativity, ability to think in a critical way, communication, and social and cultural skills. Our methods and teaching are focused on these abilities.

The vision of the school

Every child is unique, therefore, the school takes into account the individual (cognitive, creative and social-emotional) potential of each child. This means that:

- Adaptive education: we challenge all pupils to learn at their own level. We differentiate by adjusting the instructions, the level and pace of work;
- Our school provides for the different ways in which children learn, as laid out in the theory of multiple intelligences Gardner;
- At our school learning is central. We think it is important that children are challenged to be curious about the world around them and want to know more about it. We believe that learning is more than just absorbing knowledge. Knowledge must be functional. In addition, we focus on teaching skills and understanding. We have high expectations for every child and together with every child try to achieve the maximum;
- Our school pursues cognitive, emotional and social learning goals as well as international objectives. We want children to learn to function in an international environment and we want to make use of the international community and the opportunities offered by the international context of our school - for example, the contact with other languages and cultures. We strive to teach the children to become active global citizens;
- At our school, subject materials are presented in the form of themes ("Units") for all subjects except language and mathematics. With this approach, we want to connect the way children see reality and learn to understand it;
- The key words at our school are relationship, autonomy and competence. We value a good relationship with the pupils, give children the opportunity to make independent decisions, to take responsibility, to work together and to get in touch with the world outside the school. This is also presented at the school in Kagan's cooperative learning theory;
- At our school, particular attention is paid to nature and culture.

2.2 School climate

The children need to feel safe on De Eglantier. By creating a structured and peaceful learning environment we strive for the best conditions in this regard. We aim for the best results in all areas we offer, which is only possible when the children themselves feel fully accepted.

2.3 Priorities

The emphasis of all teaching is on tailored education. This means that we create opportunities that enable pupils to learn in their own way and pace.

Policies have been developed in the field of language, dyslexia and giftedness. We want to ensure this policy is embedded within daily teaching practices.

We provide a stimulating learning environment. The subjects and disciplines, geography, history, physics, biology and expressional courses are part of International Primary Curriculum (IPC).

See also section 3.5.

3 What is our education like?

3.1 Grouping, group size, and organisation of lessons

The groups at both locations consist of around 30 pupils. Each group has a maximum of 32 children. Occasionally, the number of children can be more than 32 children.

At both locations, we work with heterogeneous and homogeneous age groups, depending on the number of students in the different age groups. The lessons are provided by the class teacher (or the specialist teachers) and usually consist of instruction and assignments to be made individually or in small groups. Cooperative methods and structures are often put into use.

In the lower grades, we start with encouraging the autonomy of children whenever possible. We work with a planning board in groups 1 to 3.

The children thus learn to plan their work and this allows the teacher to give more individual attention to children who need it.

On De Eglantier we use cooperative learning to enhance the quality of education. Some skills can be linked to cooperative learning. Pupils can learn from each other, not only knowledge but also skills. Pupils learn a lot from example, demonstration, working together and imitation (modelling). Pupils put their thoughts into words, learn to argue, adjust their "truth" to new insights and connections.

There is a distinction between unconsciously and consciously learning together in a cooperative manner. Children are keen to work cooperatively. When a teacher gives a cooperation assignment, pupils often choose a friend to work on the task in pairs.

Collaborative learning is a conscious tool for the teacher to teach collaborative skills. A teacher approaches collaborative learning in a structured way, giving it more depth and quality. Collaborative learning can work in pairs, but also in groups of four.

Cooperative learning has four basic features:

Equal participation

Each student has a personal contribution. The participation of each student is arranged so that there is equality.

Individual responsibility

The pupils know that they are individually responsible. Each student in the group must be able to tell how the process was and what his contribution has been to the end result.

Positive interdependence

Pupils should be able to depend on each other in the cooperation assignment.

They know that they need each other in order to perform an activity successfully.

The pupils have a group goal and that goal can only be achieved when each member contributes.

Simultaneous action

When all pupils are actively involved in the assignments, they will exchange knowledge, ideas and information.

Moreover, they will discover that when they work together they know more than alone. It is important that all pupils get their turn.

3.2 Activities in grades 1 and 2

The kindergarten groups work thematically by using the Early Years program. We work with a planning board. The planning board allows the children to choose in which particular area (or corners) they want to work that day. By providing challenging material and a wide range of activities in the zone of proximal development of the child, the child is encouraged to develop in small steps. The teacher creates a stimulating learning environment by focusing on the corners of the classroom with spelling, learning and developmental materials. During circle times a multitude of topics are presented. Each week a letter or sound gets special attention, allowing the pupils to learn all the letters in a playful manner. Phonics and early mathematics methods are used which return during gaming / learning opportunities in different forms. The development of the child is stimulated into growth.

In addition there is plenty of room for playing together, exercise, rhythm and expression. The children will see that learning is fun and it will increase their self-confidence through successful experiences in social interaction and achieving results.

3.3 Basic skills (reading, language, math)

In groups 1 and 2, we start in a playful manner with language and mathematics. From group 3 upwards, children develop further on the basis of existing learning methods. Of course children differ in the rate at which they develop. This could be because of their background, aptitude and motivation. Both the teachers and the methods we use adapt to those differences. Our teaching is interactive. That is, the teacher creates situations, by means of cooperative learning in which the children in response to each other engage in language. In addition, we believe it is important that the children can handle properly spoken and written Dutch at their own level. Teaching spelling and practicing grammar therefore form an important part of language learning at our school.

| Subject | Methods Tanthof | Methods Voorhof |
|---------------------------------------|--|--|
| Language | Schatkist (gr 1 en 2) Beginnende geletterdheid (gr 1 en 2) Early years (gr 1 en 2) Veilig leren lezen (gr 3) Staal (gr 4 t/m 8) | Beginnende geletterdheid (gr 1 en 2) Early years (gr 1 en 2) Veilig leren lezen (gr 3) Taal in beeld (gr 4 t/m 8) |
| Reading | Veilig leren lezen (gr 3) Nieuwsbegrip (gr 4 t/m 8) Lekker lezen (gr 4 t/m 6) | Veilig leren lezen (gr 3) Nieuwsbegrip (gr 4 t/m 8) Estafette (gr 4 t/m 8) |
| Mathematics | Schatkist (gr 1 en 2) Gecijferd bewustzijn (gr 1 en 2) Wereld In Getallen (gr 4 t/m 8) | Bronnenboek Rekenrijk (gr 1 en 2) Gecijferd bewustzijn (gr 1 en 2) Rekenrijk (gr 4 t/m 8) |
| Handwriting | Schrijfdans (gr 2) Pennenstreken (gr 2 t/m 8) | Schrijfdans (gr 2) Pennenstreken (gr 2 t/m 6) |
| English | I-pockets (gr 1 t/m 4) Happy serie (gr 4 t/m 8) | I-pockets (gr 1 t/m 4) Happy serie (gr 4 t/m 8) |
| IPC | Early Years (gr 1 en 2) IPC (gr 3 t/m 8) Schooltuinen (gr 2, 6 en 8) EHBO (gr 8) | Early Years (gr 1 en 2) IPC (gr 3 t/m 8) Schooltuinen (gr 2, 4, 6 en 8) EHBO (gr 8) |
| Topography | Land in zicht | Geobas |
| Traffic | Verkeerslessen plein en buurt (gr 1 t/m 8) Rondje verkeer (gr 1 t/m 3) Op voeten en fietsen (3VO) (gr 4 en 5) Jeugdverkeerskrant (3VO) (gr 6 t/m 8) | Verkeerslessen plein en buurt (gr 1 t/m 8) Rondje verkeer (gr 1 t/m 3) Op voeten en fietsen (3VO) (gr 4 en 5) Jeugdverkeerskrant (3VO) (gr 6 t/m 8) |
| Social and emotional development | IPC/Early Years (gr 1 t/m 8) | IPC/Early Years (gr 1 t/m 8) |
| Physical education in addition to IPC | Planning n.a.v. Kleuters in het speellokaal (gr 1 en 2) Planning n.a.v. de visie van de HALO (Haagse Academie voor Lichamelijke Opvoeding) (gr 3 t/m 8) | Planning n.a.v. Kleuters in het speellokaal (gr 1 en 2) Planning n.a.v. de visie van de HALO (Haagse Academie voor Lichamelijke Opvoeding) (gr 3 t/m 8) |
| Dance | Verschillende dansmethodes worden gebruikt als bronnenmateriaal (gr 1 t/m 8) | Verschillende dansmethodes worden gebruikt als bronnenmateriaal (gr 1 t/m 8) |

3.4 The International Primary Curriculum (IPC)

The language courses (Dutch and English), reading and math are the so-called basic skills that fills a large part of the curriculum and which are outside the IPC. In these subjects the children are offered the same curriculum as the 'regular' Dutch schools, guaranteeing the standards of Dutch education. On the basis of our pupil monitoring system (testing) we follow the progress of pupils in these fields and we regularly evaluate our education, the methods, and the tools we use. All the other subjects, and subject areas are a part of the IPC. The course material consists of so-called

Units. For each grade (milepost) special units have been designed to suit the development and experiences of the child in that period.

A unit consists of a central theme, and has a number of objectives. This learning activity are drawn up based on those objectives.

Each theme will address different subject areas, so that the children learn to look at a subject in different ways. The activities are designed in such a way that the different talents and skills of children are called upon. By offering thematic teaching there is much room for children to contribute to the content and design of learning. We include questions the children ask and encourage them to look for and formulate the answers themselves. Cooperative methods are often used in this stage. The choice of units is partly determined by the demands placed on our education.

The Netherlands Studies are added to the curriculum in the units, to meet the core objectives as laid down in the Law on Primary Education in The Netherlands.

The learning objectives of IPC have been formulated for four age levels. These are called mileposts. At every milepost learning objectives have been described, which children must attain by the end of the school year in which they are respectively 5, 7, 9 or 12 years old.

In the mileposts, distinctions are made between:

- Course related targets; learning objectives for all the different subjects;
- Personal goals; learning objectives for the development of personal qualities, such as: adaptability, curiosity, independence and social skills;
- International goals; learning objectives for the development of an international perspective.

Within the IPC the following integrated subjects are offered:

- Physics and biology;
- Arts, Crafts;
- Technology (including ICT);
- Geography;
- History;
- Social relationships;
- Internationalisation.

The IPC has a website, on which you can find information about the philosophy, structure and content, www.ipc-nederland.nl.

De Eglantier pays special attention to active citizenship, to give children a good place in our society in the future. Of course we will take into account how the children experience the world.

Three domains are central in civic education:

Democracy: knowledge about the democratic state and political decision making;

Participation: knowledge necessary to participate actively in society;

Identity: exploring one's own identity and that of others.

Active citizenship is a common theme that runs through all the grades and does not stop after leaving our school. We encourage the children to form their own opinion and to express this and to have respect for others.

3.5 School Gardens

Working outside plays an important role in nature education activities. Next to the building of the IB location Voorhof there is a school garden, which is used by groups 2 and 4. The pupils of group 8 of the location Voorhof help the oldest kindergartners with gardening.

School gardens have been realised at the location Tanthof. The two group 6 of the two locations garden at the gardens of the Foundation Delft Children's Gardens.

3.6 Music, expression and physical education

Music, expression, and physical education (PE) are important subjects at our school. In groups 1 and 2, the children have daily PE lessons to accommodate the child's natural need for movement. This takes place in in the gym room which is furnished with a variety of materials, such as climbing frames, benches, mats, hoops, balls etc.

In addition to these PE lessons, we also provide game lessons for developing social and emotional skills. Furthermore, dance is an integral part of the program. Weather permitting, the children play daily on the playground with bicycles, carts, scooters, or they can go climbing on the playground equipment. Groups 3 to 8 receive PE lessons from a specialist teacher, twice a week. On occasion, we hire third parties for specialist lessons, like dance or drama lessons. The classes are offered during PE lessons.

De Eglantier has joined the pilot project Swim2Play in Delft. This is a project started by the local swimming pools and the Librijn to provide 'wet' PE lessons for groups of pupils during parts of the school year. Our school will take part in this pilot project with grades 5 to 8 during the school year 2014-2015.

3.7 Computer education

All groups have two or more computers with accessories in the classroom. Both locations may use laptops and a laptop cart.

The pupils all have the opportunity to work on the computer with programs for math and language. In addition, the children will learn how to use the Internet and the programs Word, Excel and PowerPoint. Sometimes the computer is used as a remedial tool for children who need extra practice.

In virtually all groups in both locations the blackboards have been replaced by projectors and interactive whiteboards. This provides a means to give instruction in an interactive manner, watch educational films and use the Internet. Children have safe access to the Internet in a protected learning environment. Teachers supervise while the children are computing. No filter is used. All monitors are directed to the classroom.

3.8 English

English language education is very important at our school, therefore there are native speakers and certified English teachers attached to the school. The children in the lower grades learn the basics of a (mostly) second language in a playful manner. In the middle and upper grades, these basic principles are further expanded.

Research indicates that children are at a great advantage when they start learning English at an early stage. They will be able to build on the basic knowledge when continuing with the English lessons, and can draw on the experience when learning other languages. We continue to strive for excellence in the education we provide and therefore we have joined Earlybird to improve our English education. For more information, see www.earlybirdie.nl. In June 2014 we were the first school in Delft to receive the Early Bird certificate.

3.9 Homework

In group 3, the parents will be informed via email about what the students learn in the next unit of reading and language. We do this because the development in that area in group 3 progresses in a fast pace and this enables parents to practice with their child.

In the lower grades no homework is given. However, parents may be asked to read with their child at home or to do additional exercises, if necessary. From group 5 homework becomes a regular feature.

The homework consists of:

- Preparation for tests and dictations;
- Mathematical word problems, vocabulary exercises, grammar, information processing, etc.;
- Projects;
- Assignments based on an IPC theme;
- Preparing a book review;
- Revision of work or practicing skills that have been addressed in the classroom;
- English.

The teacher notifies the children of an upcoming test at least one week in advance. Pupils in the higher grades have a calendar to record the tests and homework.

The amount of homework is slowly cranked up as the child approaches secondary education. Nevertheless, we think it is important that a child can relax after school. When a child's daily homework load takes up too much time, it is wise to contact the class teacher.

4 Care for children

4.1 Monitoring the growth of the children in the school

We adapt our teaching as well as possible to the needs, possibilities and limitations of each child so that the child will be provided with opportunities to develop at his or her level. Teachers observe and record in a systematic manner the progress of the pupils, estimate the needs of the child and adapt the learning process accordingly.

This kind of adaptive care is not only for children with learning disabilities, but also for children who can handle more than the class program offers them. We do not focus merely on adapting the material, but also look at the situation at home, the pupil's self-esteem level, motivation and work behaviour, learning styles, motor skills or abnormalities, and his or her social and emotional development.

4.2a Reporting Location Tanthof

Twice a year the teacher completes an observation list for pupils of group 1 and 2. Pupils need to be at school for at least 6 months before we prepare this list for the first time. We give written report cards for group 1 and 2 twice a year. Also, you will be invited twice a year to discuss the development of your child. The first moment is at the beginning of the school year and will be an introductory meeting.

The children from the groups 3 to 8 get a school report twice a year. Also, you will be invited twice a year to discuss the development of your child. The first moment is at the beginning of the school year and will be an introductory meeting.

If necessary, the class teacher will contact the parents for an extra talk when there are problems or concerns. When the parents themselves have problems or concerns, it would be appreciated if they contact the teacher.

The school is obligated to also inform the parent who is not the primary caretaker about school progress and general well-being of the child, on the condition that this parent asks for this information and that the interest of the child is not harmed in any way. Usually, we provide this information in writing.

More information can be found in the brochure "Parental authority, access and information," a publication of the Ministry of Justice. (Dutch title: 'Gezag, omgang en informatie'.)

4.2b Reporting Location Voorhof

Three times a year the teacher completes an observation list for pupils. These observation lists are for internal use. They are used to discuss the pupils with the teacher of the next school year. Twice a year you will be invited to discuss the development of your child with the teacher.

The children from the groups 3 to 8 get a school report three times a year. Prior to the first and second report, you are invited to discuss the report with the teacher. Learning skills as well as the wellbeing of your child are the main topics on the agenda.

If necessary, the class teacher will contact the parents for an extra talk when there are problems or concerns. When the parents themselves have problems or concerns, it would be appreciated if they contact the teacher.

The school is obligated to also inform the parent who is not the primary caretaker about school progress and general well-being of the child, on the condition that this parent asks for this information and that the interest of the child is not harmed in any way. Usually, we provide this information in writing.

More information can be found in the brochure "Parental authority, access and information," a publication of the Ministry of Justice. (Dutch title: 'Gezag, omgang en informatie'.)

4.3 Pupil monitoring system

The pupils development is followed by means of the pupil monitoring system (ParnasSys). This system helps the teacher to keep track of the development in behaviour and learning progress of the pupils during the school career.

Usually, children's behaviour does not give rise to subsequent actions. However, when the behaviour of a pupil causes problems, the school will establish an individual education plan (IEP), of which we will inform the parents and ask them to sign. A familiar example of undesirable behaviour is bullying. When this behaviour is encountered, the so-called bullying protocol is initiated.

The learning progress of pupils is tracked in the pupil monitoring system. The system consists of method-bound, method independent and national standardized tests.

4.4. Custom care: special care for children with special needs

When we discover a child needs extra care, a set procedure is followed. Children may be diagnosed with learning disabilities, physical problems, or social-emotional problems. Parents or guardians are always informed. Then the development of the child is discussed and the strategy to be followed is determined. The guidance counsellor and the teacher collaborate in developing a plan.

This plan will be discussed and the next steps will be prepared. If necessary, after consultation with parents or guardians, external specialist assistance may also be called in. This could be the educational advisory service, the school nurse, a speech therapist, a social worker, the youth welfare office etc.

Time is allocated for direct assistance to children who need extra care. There is also an up-to-date library available with materials for care. In consultation with the guidance counsellor is examined which pupils qualify for additional care. If possible, the teacher provides the student extra help in the group, often in consultation with the guidance counsellor.

4.4.2 Tailored Education

On August 1, 2014, the new legislation relating to tailored education came into force. In order to be able to provide a suitable place of education for children, all the relevant information available must be submitted to the school with the

application form. In case of a written application, the school will determine through an interview whether the school is the right place of education for the child.

Parents are the most important source for the school to get this information. In addition, parents will be asked whether information is available from a nursery or playgroup.

The school will make a decision on placement within six weeks. If it is impossible to make this decision within six weeks, the school may extend the decision making period by four weeks. In most applications, the child will be placed.

If the school finds that the basic support cannot be provided at this school or thinks that the child needs extra support, the school ensures that the child can be placed in another school. Parents and school will work together to achieve the right placement for the child concerned.

Our school collaborates with other schools regarding tailored education. The collaboration is involved when it is apparent that additional support or special arrangements is needed. The board of the school then has a duty of care.

Tailored education consists of a number of educational work levels:

- Basic support. The schools have come to an agreement on what each school has to offer;
- Arrangement. Sometimes a child will need more than the basic support that the school can offer. The partnership will become involved to determine what these children need;
- Special educational place. For some children, basic support is not sufficient. When the arrangement has determined that the necessary support cannot be offered at the school and that a special place of education is required. In those situations, we work with parents and schools to come to the right place of education.

4.4.3 Youth care

A healthy growth and development is important for every child. The school doctors and nurses help you monitor the growth and development of your child. They will guide you in the upbringing. Together you will look for answers to your questions. The doctors and nurses provide the necessary vaccinations. Sometimes you as a parent could use a helping hand. The expert staff is on hand for these occasions. Parents visit the child health care centres up to the age of four. When a child is in elementary school the number of visits diminish, but they continue to follow the growth and development of your child. They do so in a timely manner in order to detect any health problems so that children can be helped before a problem gets worse. JGZ performs the following checks:

Health Research Group 2

Speech-language research 5-year-olds

Prevention through vaccination

Health Research Group 7

JGZ has a website, where you can find information on what you can expect at a certain age and practical tips on parenting. See the website www.jgzzhw.nl.

4.4.4 Social work

Social work and parenting advice is aimed to identify problems at the earliest possible stage and, if necessary, to handle those problems and thereby avoid escalation of problems. The school social worker can, if necessary, get assistance. These can be divided into: school support, assistance to parents or pupils, or a referral to specialized care.

The main goal is that children are able to develop healthily and go to school unhindered. You can reach the school social worker or the counsellor through the guidance counsellor.

4.4.5 Reporting Code domestic violence and child abuse

The school uses the reporting code domestic violence and child abuse. This reporting code is available for inspection at each location.

4.5 Procedures on departure of a student to another school or secondary school

On departure of a student to another school, the student file is sent to the new school. The pupil file includes:

- The educational report;
- Proof of deregistration.

In addition, you will be given the notebooks and other work of your child. Following the Cito entrance test, a preliminary indication for secondary education will be given by the teacher at the end of grade 7.

The teacher of grade 8 gives a final opinion. At a special PTA meeting, which takes place midyear, you will be informed individually about the possibilities for choosing the right school for further education of your child.

5 Teachers

5.1 Substitution in case of illness, (study) leave or training

When teachers are absent due to illness, family circumstances, training or other forms of leave, the school provides substitute teachers. The children will not be sent home, except when there is no other option. The school can call on the substitute teachers group (teachers working at Librijn or teachers from the team who can work additional hours). If this option is not available then we can call on the specialist teachers to take over the class, or a class may be divided and put in other groups.

5.2 Training of teachers

Just like our pupils, teachers never stop learning. It is important that they continue to follow developments in education and work constantly to increase their expertise.

Each school year we create a training plan, based on the educational plans of the school and individual needs and / or requirements. The teachers keep a portfolio. Teachers are expected to prepare a personal development plan and update it regularly.

6 Parents/guardians

6.1 Importance of involvement of parents/guardians

Parents or guardians, and teachers are expected to act in the best interests of the child. We therefore feel jointly responsible for the education and upbringing of your children. Therefore, we find a good cooperation is very important. To ensure we make the school for you as accessible as possible and we do our best to inform you well in advance. Do you as parents or guardians have questions for the school, you can always ask them through the class teacher or management.

It is important that we trust each other and show understanding and respect for each other. Only then is communication possible and effective.

At school the teachers are primarily responsible for the children; the Site Manager/principal has overall responsibility.

In the school year 2014-2015 de Eglantier Tanthof will organise 4 'parent' mornings. These mornings will be from 8:30 to 10:00 pm. During the mornings, important issues for the school (parents, students and staff) will be discussed. Issues like homework, social media, and the school, etc. The topics for this will mostly come from the parent surveys. Parents will hereby act as a sounding board for their involvement in these moments, give their opinion, etc. Parents who cannot attend these morning, but who would like to voice their opinions or ideas can do so via email.

6.2 Providing information to parents/guardians about education and school

It is of great importance to inform the parents or guardians as much as possible about the state of affairs at school. You can find the school guide on our website.

The school guide also has an annual calendar. Furthermore, you will receive a digital newsletter every week.

The newsletter and other information can also be found on the school website (www.eglantierdelft.nl).

At the beginning of the new school year, there will be an information meeting for the parents or guardians. During this evening you will receive information on all matters related to education, such as the use of learning materials and homework.

6.3 Help from parents

We organize many activities for the children which will help them acquire knowledge in various ways. For this we need the help of parents. Help is needed for the following activities:

- Technique classes;
- Reading activities;
- Help with thematic work (IPC);
- Excursions / trips;
- Traffic Lessons;
- Sports tournaments;
- Sports Day;
- Sinterklaas;
- Christmas celebrations;
- Easter celebrations.

6.4 Complaints

You may trust that the school cares about your interests. Yet it may happen that you are not completely satisfied during contacts with the school, about the state of affairs. In that case, it is important to make this known to the proper person within the school.

If the problems are more serious and a solution through dialogue is not possible, you can use a complaints procedure. Our school has one contact (independent from the board) with whom you can discuss your problems. This contact can put you in touch with the appointed confidant of all schools in our Foundation. The confidant will evaluate the problem, and decide if further talks may solve the problem. If you come to the conclusion that this is not the case, you can file a complaint with the National Complaints Commission (LNC). In some cases, the counsellor will also assist in filing a report with the police.

The school contacts of the locations are the guidance counsellors. On the LKC's website, www.lgc-lkc.nl you can find further information.

6.5 Parent Council (OR)

Both locations have a Parent Council (OR). The council consists of parents or guardians elected from and by the parents. A team member is present at the meetings as an advisor.

The Parent Council is responsible for a number of activities, and is supported by a number of committees. The council promotes the participation of parents by involving them in various events organized by the council and the team. The school policies are primarily the responsibility of the management, staff and the MR. The Parent Council contributes and wants to be heard and gives solicited and unsolicited advice to the Board and the MR.

You can reach the OR of the location Tanthof via email at or@eglantiertanthof.nl. The email address of the OR of the location Voorhof is or.eglantiervh@hotmail.com.

6.6 Participation Council (MR)

Our school has a participation council (MR). The council consists of chosen representatives of the parents or guardians, and staff. The powers of the MR are laid down in the Law on Participation in Education (WMO). The MR provides a structure in which parents and teachers can agree with and advise on important issues that affect the school. These are matters that affect the school directly (such as the appointment of teachers, housing, and education).

The MR focuses on policy issues and not individual interests.

Would you like to attend a meeting, or do you have questions or comments for the MR, then you can reach the MR at the following email addresses.

Location Tanthof: mr@eglantiertanthof.nl

Location Voorhof: mr.de.eglantier@gmail.com

If you have questions about education, you can also contact the policy advisors of the Public Education Association. They give free expert advice weekdays between 10:00 to 15:00 on the telephone number 036 711 6178.

Librijn also has a joint participation council (GMR). This council has the same powers as the MR, but concerns itself with the policies of the foundation Librijn.

7 Quality control

7.1 Activities to improve education in the school

Our school has an active quality control policy. We strive to improve the quality of our school. We maintain the things that are good, identify areas which could be improved, and make changes where necessary. We use the questionnaires designed by Cees Bos.

7.2 Contacts between school and the local environment

The outside world is filled with learning opportunities for children. Therefore, our school has good contacts with the library and some cultural institutions in the area. The groups go on cultural excursions regularly.

8 Results of education

8.1 Learning outcomes

We regularly measure the outcomes through tests provided with the methods. Twice a year the children take a method-independent test for the areas of language, spelling, reading and math. This gives a comparison with national performance in these areas of learning. We use the tests provided by Cito (Central Institute for Educational Measurement).

On de Eglantier the secondary education advice is given on the basis of the pupil monitoring system.

The school advice (in percent) for the past 4 years (2009-2012) are as follows:

| Schooltype | 2011 | 2012 | 2013 | 2014 |
|-----------------------|------|------|------|------|
| Kopklas | 0% | 5% | 0% | 2% |
| VMBO basis/kader | 16% | 16% | 0% | 6% |
| VMBO theoretisch | 16% | 12% | 19% | 14% |
| VMBO theoretisch/HAVO | 22% | 16% | 10% | 23% |
| HAVO/VWO | 46% | 51% | 44% | 41% |

The pupils are still monitored during the 1st year in secondary school.

9 Application and enrolment

9.1 Enrolment of new pupils

If you are interested in enrolling your child at our school, you can download an application form from our website. You can also make an appointment with the Site Manager for an interview. We organise several open days a year, one in October and one in March. You can find the dates of these open days on our website.

During the introductory consultation, we will inform you about all the important things related to the school and answer any questions. You may telephone or email to make an appointment.

In order to be able to provide a suitable place of education for children, all the relevant information available must be submitted to the school with the application form. In case of a written application, the school will determine through an interview whether the school is the right place of education for the child.

Parents are the most important source for the school to get this information. In addition, parents will be asked whether information is available from a nursery or playgroup.

The school will make a decision on placement within six weeks. If it is impossible to make this decision within six weeks, the school may extend the decision making period by four weeks.

To enrol it is necessary to bring a document on which the citizen service number (former social security number) of your child is mentioned.

If you wish to receive the newsletter of The Eglantier, please enter your email address on our website.

You can register your child at the Eglantier from the age of 2. Do not wait too long to register, we will close the registration once a group has reached the maximum number. Then your child can only be placed on the waiting list, and can only be placed if other pupils are going through relocation or change schools for other reasons.

9.2 Reception at school

The school recommends that parents or guardians bring their child to school for about 5 mornings to allow them to get used to the new school. The child must be brought to class before 8:30 am and has to be picked up at the end of the morning.

The parents or guardians are not allowed to stay with the child. Suitable mornings are chosen in consultation with the teacher. The new teacher will contact the parents or guardians to make arrangements.

Children whose first day of school is right after the summer break, will not have those 'practice runs' before the holidays. Chances are that the child would be placed in a different group with a different teacher after the holidays.

Conditions for admission of non 4-year-olds:

For interim influx of pupils in groups 2 through 8, children will be tested and the previous school will be contacted to determine what grade a child should be placed in. Here too, we have a maximum per group.

10 General information

10.1 School hours

| Location Tanthof | Hours |
|---------------------------------------|--------------------------------|
| Monday, Tuesday, Thursday, and Friday | 8.30 – 12.00 and 13.15 – 15.15 |
| Wednesday | 8.30 – 12.00 |

| Location Voorhof | Hours |
|---------------------------------------|--------------------------------|
| Monday, Tuesday, Thursday, and Friday | 8.30 – 12.00 and 13.00 – 15.00 |
| Wednesday | 8.30 – 12.00 |

We ask the parents to say goodbye to their children outside the school and before 8:30. This promotes the independence of the child and ensures a quiet start of the lessons. You are welcome inside the school after school hours.

When the bell announces the end of school, the teacher will bring the children outside. The teacher ensures that the children go to the parents or guardians. We ask for confirmation from the parents or guardians of children who can go home independently. When a child is picked up by someone else, this should be reported to the class teacher.

Pupils should receive 7520 hours of educational hours during their school career. The school may decide how these hours are distributed over the different years. After deduction of the holidays, the annual total number of educational hours on the Eglantier is still too high. To compensate we have decided to take days off in the year schedule.

10.2 School run by car

We highly recommend not to bring the children to school by car, unless it is really necessary. If this really is no other way, we ask you to park in such a way that the other traffic is not impeded and the safety of the children is not compromised when crossing the street.

We will notify the police of serious and repeated violations of the parking restrictions. The police regularly supervises the traffic around the school.

10.3 Voluntary parental contribution

Education is paid for by the government. For extras we appeal to the parents or guardians. The voluntary parental contribution for our school is set each year; you can find the amount in the calendar. This contribution is voluntary, but necessary in order to organize activities and amenities. Fortunately most parents participate in this contribution necessary for the school. Without this contribution many activities and facilities are not possible.

This contribution for pays for things for which we receive no compensation from the government but are still very useful and fun to create attractive education, such as:

- Renovations and additions to the library;
- Costs of the excursions, sports day and trips;
- Year books for group 8;
- Festivities like Sinterklaas, Christmas and Easter.

10.4 Leave

It is not allowed to miss school, except in case of illness. Extra leave for vacations is not permitted. Children have 13 weeks holiday. You should have plenty of time than to celebrate holidays together. There is only one exception, which is when one of the parents is unable to leave work during school holidays. If this is the case, a statement from the employer must be submitted.

The Management Board is obliged to follow these rules and will report violations of this rule to the attendance officer. Please note that some circumstances such as moving house, a marriage of a family member or an anniversary also apply for a leave.

Forms for 'request for exemption from school' can be obtained from the group teacher or downloaded from the website. An application form must be submitted at least one month before the desired leave to the Site Manager. You will receive an answer regarding your request within fourteen days.

Additional leave in the first two weeks of school after the summer holidays is never permitted. Unauthorised absence must be reported to the attendance officer.

10.5 Calling in sick

If your child misses school due to illness or family circumstances, please inform us before 8.30.

The school has a duty to report based on the Compulsory Education. That means that truancy of a pupil without a valid reason must be reported to the college of mayor and aldermen of the municipality where the student lives or resides. This includes frequent lateness of a student.

We are obligated to immediately report if:

A student for a period of four consecutive weeks of missed sixteen educational hours.

10.6 After-school activities for children

The children are given the opportunity to participate in various after-school activities. Some courses are offered in the fields of music, science, culture, etc. Participation is of course voluntary.

In collaboration with Delft Community School activities are planned; parents will be notified by mail about these activities. The school also participates in various sports tournaments like football and netball.

10.7 Pre- and afterschool care, and lunch

From 1 August 2007 onwards, schools are obliged to participate in the pre- and afterschool care.

Last year, there were a few children at both locations who were looked after by some of the teachers, because too few children were enrolled to start up a group for early morning care. If more parents say they want to make use of pre-school care then this can be arranged.

For many children it is difficult to go home for lunch. These children have lunch at school. The children can have lunch and play under the supervision of volunteers. The organization of the volunteers is taken care of by the Stichting Rijswijkse Kinderopvang

The Stichting Rijswijkse Kinderopvang also arranges care after school (NSO) within the Eglantier. An application package can be obtained from the school.

10.8 School Insurance for Pupils

The school has a collective accident insurance for all pupils. This insurance is valid during school hours and for all activities organized by the school, such as excursions.

This insurance does not apply for damaged personal property, such as clothing and glasses. For this you will need a personal liability insurance policy (W.A.-verzekering). This also applies to bikes parked in the schoolyard. The school is not responsible for this.

10.9 Accidents at school

Should your child be involved in an accident at school, then the procedure is as follows:

Small injuries are treated by one of the teachers. A number of teachers are in the possession of a first aid certificate (BHV);

The school will give first aid in case of serious injuries and will immediately phone the parents or guardians to come get the child and arrange further care. If you do not have adequate transportation, we will try to arrange it for you. If you are not at home, or if we cannot reach you, we will take your child to the doctor that is included in our student administration or to the hospital;

In case of very serious injuries, we will immediately call 112 and the parents or guardians.

10.10 Medication

Children stay in school for 5 to 6 hours. During this period it is possible that they have to take prescription medications. Because medications can sometimes bring unexpected consequences, we want to proceed cautiously. Some guidelines for this matter are unavoidable. We would like you to respect the following rules: the school will not provide children with medication, unless there is a signed statement from parents, guardians, or attending physician. Parents or guardians do not give medications to children to bring to school, unless there has been a consultation with the teacher and there is a written statement prepared.

10.11 Sponsoring

Our school has a clear policy regarding sponsorship. The main points of this policy is that we do not use sponsored teaching materials and we do not allow advertising in school. We do accept donations from companies, when they are intended for activities other than education and the activities of the company are not in conflict with our goals. The MR monitors the implementation of this policy.

10.12 Lice protocol

After every holiday, all children are checked for lice at school. This is done by a number of parents. The result is that the number of cases of head lice is very low. If you want to be involved as a parent to help with head lice control, you can contact the teacher.

10.13 Library

Grades 4 to 8 may borrow books from school to read in the classroom. A couple of mornings per week, volunteers are present at school to answer questions and keep the records.

10.14 Junior MR

The junior MR consists of pupils from grades 5 to 8 (2 representatives from each group) and meets approximately every six weeks. On the agenda are all kinds of needs of the pupils, but we also discuss the interaction with the pupils and how we can improve the school. The delegates will discuss the agenda again with their classmates and are given new items for the agenda by their classmates.

10.15 School milk

There is a choice of two dairy products, namely skimmed milk, and Optimel raspberry drink.

These products are kept at school in a large refrigerator. The delivery is provided by Campina, who will send the invoice to the consumer. The janitor of the school has the registration forms. The administration is entirely outside the school. For questions, please contact Campina phone 0348-429562, or on the website www.campina.nl.

10.16 Snacks

The children have daily snack times. We ask you to give them a healthy snack such as a sandwich, fruit or a small biscuit. On Tuesdays and Thursdays we encourage the children to bring 'Gruiten'. This means that they take a piece of fruit or vegetables as a snack.

10.17 Birthday treats

We celebrate the birthday of your child in the classroom. Of course your child will be allowed to give treats on the occasion. Please keep in mind the following:

A little something is enough;

A treat can certainly be healthy.

11 Names and addresses

School governance Postal address:

Librijn openbaar onderwijs

Postbus 121

2600 AC Delft

Visiting address:

Librijn openbaar onderwijs

Gebouw Mercurius

Papsouwselaan 119d

2624 AK Delft

T (015) 2512280

F (015) 2512299

De Eglantier Tanthof

E directie@eglantiertanthof.nl

De Eglantier Voorhof

E directie@eglantierdelft.nl

Confidant Librijn:

Mrs. Wytske Hajonides

T 0182-556443 (via onderwijsadvies Gouda)

E w.hajonides@onderwijsadvies.nl

Advisers Association

Public Education

T 036-711 6178

Stichting Rijswijkse Kinderopvang

Postbus 593, 2286 SB Rijswijk

Bezoekadres: Martin Campsstraat 3

Rijswijk

T 088-0017100

E info@kinderopvang-plein.nl

I www.kinderopvang-plein.nl

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