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Foreword

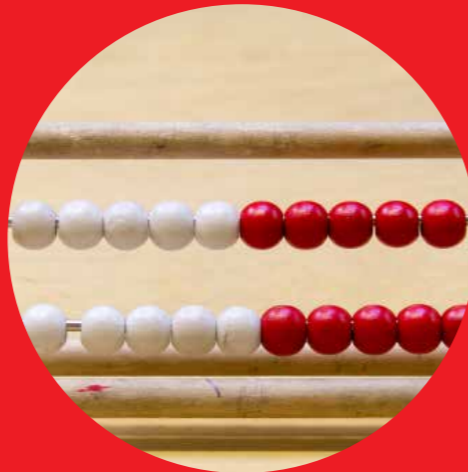
This is the guide of Integrated Child Centre (IKC) De Eglantier. In this guide (part A), you will find a detailed description of the services that the IKC offers you and your child(ren): education and childcare from 0 to 12 years. Together with the Calendar (part B), this contains all the information about the IKC. In this IKC guide, you can discover what principles we stand for and how we work on the optimal development of children, how we handle the differences between children, what we expect from parents, and what parents can expect. Children, teachers, teaching staff and parents all learn and work together at De Eglantier. This enables our children to gain all kinds of personal skills that are important as global citizens.

WIJ DE WERELD IN!

Each school year, all the parents of IKC De Eglantier receive an annual calendar. In this calendar, you will find a practical, yearly updated part with information and dates from the IKC. The IKC guide with information about our IKC can be found on the website. Where it says 'parents', you may also read 'caregiver'. Where it says 'teacher', you may also read 'teachers', and where it says pedagogic employee you can also read pedagogic employees.

On behalf of the team at IKC De Eglantier, we hope you enjoy reading this IKC guide.

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IKC De Eglantier
Voorhof

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About us

The IKC De Eglantier Voorhof in short

The IKC Eglantier is a cooperation between Stichting Librijn Openbaar Onderwijs (Public Education Foundation) and childcare organisation Kinderopvang Morgen. Librijn is responsible for the public primary schools in Delft and Rijswijk. Kinderopvang Morgen provides childcare at a large number of locations in Rijswijk, The Hague, the Westland and Delft.

The Kinderopvang Morgen is there for children from 6 weeks to 12 years of age. IKC De Eglantier offers toddler day care, (ECEC, or in Dutch VVE), a child day care centre, pre-school care and after school care (the day care centre and after school care centre are also open during the holidays).

At IKC De Eglantier, we work based on a jointly supported pedagogical and educational vision executed by one team. The IKC Eglantier operates as one organisation. We do this together for the benefit of all the children.

Professionals and parents work together in the IKC to give support tailored to the development of the children. Parents and children are given the opportunity to make their own choices from the services offered at the IKC Eglantier. This makes it easier for parents to combine work and care between 7:30 to 18:30.

We strive for optimal development and education for each child. We do this by providing a cohesive curriculum of continuous developmental trajectories for children from 0 to 12 years based on the International Primary Curriculum (IPC) and Bilingual Primary Education (TPO).

The International Primary Curriculum is an integrated, thematic, and creative curriculum for children aged 4 to 12 years, focusing on creative and social studies subjects. The IPC is compiled with high standards in terms of learning.

Bilingual Primary Education is a pilot project from the Ministry of Education in which we have chosen to participate. In the school year 2022-2023, 30 per cent of the teaching time will be in English in all grades. The childcare offers children from 0 to 12 years a learning environment with English as a second language. The children from 0 to 4 years are taught with Benny's playground, a teaching method from Early Bird.

Team IKC De Eglantier

The team of IKC De Eglantier consists of class teachers and specialist teachers, teacher support staff, teaching assistants, an internal guidance counsellor and pedagogical coach and staff. The IKC also has student interns on a regular basis. The team is supported by an administrative assistant, concierge and volunteers.

The IKC Eglantier is a learning community in which not only the development of children is central but also the development of employees. In a learning community, we learn together and from each other. The constant development of education and the pedagogical and didactic approach is paramount. All employees of the IKC are involved and motivated professionals who are working to develop themselves. Every year, teachers and pedagogical staff members are offered team training, for example during study days or by following refresher courses. The IKC also facilitates the possibility to follow a training or course to promote the personal development of the employee. Each year a training plan is created based on the plans of the IKC and individual wishes and requirements. The teachers, teaching assistants, and pedagogical staff keep a record of their qualifications. Teachers, teaching assistants, and pedagogical staff are expected to prepare a personal development plan and update it regularly.

Our IKC has an active quality policy. We try to improve quality by continuously checking if the quality is still up to standard, keeping the quality up to the standards, and seeing what could improve and retain those improvements. We make use of quality cards and an Improvement Meter (Verbetermeter) for the childcare.

Managing board

The Location Director Education is in charge of the daily management and is overall responsible for the IKC. The Location Director Education and Cluster Manager Childcare form the Management

Team (MT) of IKC De Eglantier. The MT consults with the Senior policy officer Education & Quality of Stichting Librijn and with the Manager primary process of Kinderopvang Morgen. Together they form the steering committee of the IKC. During the steering group meeting, the financial policy and personnel policy of the IKC are discussed.

The head of childcare has the day-to-day management of the childcare. The head of the location is the first contact person for the employees and parents of childcare, and she organises the organisational management of childcare.

Teachers and pedagogical staff

The teachers, together with the teaching assistants, are in charge of the education of the children. They form the first point of contact for you as parents for educational questions. In addition, there are also teachers with a specific subject specialism. For example, there are specialists for IPC, ICT, mathematics, language and English. There is also a specialist for physical education and for music. The pedagogical staff are responsible for childcare and are the first point of contact here. The IKC has an pedagogical IKC staff who work in education and at the childcare. These persons form the connection between childcare and education.

In the IKC, we have the task of education coordinator. The coordinator coordinates the daily business per domain. There is a lower-grade coordinator for the domain 0 to 7 years, and for the domain 7 to 12 years, there is an upper-grade coordinator.

Within the IKC, we have the task of internal counsellor (IB). The internal counsellor coordinates the care in the school, and the pedagogical coach handles the day care. The internal counsellor and the pedagogical coach advise teachers and pedagogical staff on dealing with children who need extra care, both in terms of learning and behaviour. Furthermore, the internal counsellor



and the pedagogical coach maintain contact with external care institutions. They are, for example, present at parent-teacher talks, and in the case of incidental cases, the internal counsellor will provide care to children. The internal guidance counsellor, the coordinators of lower- and higher-grades, and the integral school leader, form the MT education. Together, they take care of the organisational management of education.

Our buildings

Our IKC is a safe environment for children, parents, teachers, educational staff and local residents. Our IKC is located in the district Voorhof-West. The areas around the buildings consist of varied green and green playgrounds. The IKC is housed in two

buildings at five minutes walking distance of each other. The children come from both near the IKC and other districts of Delft and surrounding municipalities.

The building on the Roland Holstlaan (RH-building) houses the domain 0 to 7 years, which includes the lower and middle grades as well as the playgroup, after school care and childcare for ages 0 to 7 years. The number of children ranges from 160 to 200. The building on the Ina Boudier-Bakkerstraat (IB Building) houses the domain 7 to 12 years, which consists of middle and upper grades and after school care for the ages of 7 to 12 years. The number of children in this building is around 200. The total number of children in the IKC is about 400 children.

What do we stand for as IKC?

Identity

The educational identity of IKC De Eglantier is based on public education. The culture and beliefs of every child have a place at the IKC. By acquainting the children with the worldview and culture of others, they learn to discover the value of diversity.

IKC De Eglantier is a miniature society. 'Together responsible for all children' is the core value from which we work within the IKC. Our goal is to make children feel safe. We strive for the best conditions for development by creating a structured, quiet and instructive environment.

The mission

We want to guide children within a safe pedagogical climate. We create this climate by offering core values or personal goals. These are made visible in a symbol: the Eglantier rose. The personal goals relate to individual qualities and competencies that are important for children in the 21st century. We believe that children, as a citizen of the world in the 21st century, need specific skills, such as the ability to work together, to solve problems independently, ICT skills, show creativity, think critically, have social and cultural skills, and to be able to communicate in multiple languages. Our curriculum is focused on the realisation of this. There are eight different personal goals; research, adaptability, resilience, communication, morality, cooperation, respect and caring.

The vision

Integral child centre De Eglantier is THE place for education, childcare, education and development of children from 0 to 12 years. We guide the children in a safe, educational environment in becoming global citizens by offering and developing individual skills.

Tailored learning, cooperative methods, Targeted work on (individual) learning needs are central to our curriculum. To

WE ENTER THE WORLD!

emphasise global citizenship, we work with the International Primary Curriculum (IPC). We teach English to all children, next to the basic subjects such as mathematics and the Dutch language. To teach the children to become owners of their own education, every child develops a portfolio in cooperation with teachers and parent(s).

The children in the Eglantier are diverse in nationality. The international background and the relatively green location of our buildings mean that culture and nature are two pillars on which the IKC De Eglantier builds: before, during and after school. This is evident from the annual theatrical shows, green schoolyards, school gardens, the greenhouse, and a wide range of after school activities. There is also an international holiday every year that is chosen to get to know each other's cultures better.

At IKC De Eglantier, we work together on an integrated curriculum with great attention to continuous development and shared responsibility for learning and educating

Our educational concept

The government has established key objectives for all subjects and frameworks for literacy and numeracy. These indicate what children should master by the end of primary school. The education at IKC De Eglantier aims to ensure that all children achieve the core objectives. The way our children work on this is determined by the teachers based on the child's educational needs. Children receive instruction that meets their level. Teachers instruct, support, monitor and guide children in the progress of their development.

Our curriculum focuses on learning that is designed to help children learn and to enjoy what they learn. Targeted learning means that we assess what children get out of that which has been taught. Assessment and evaluation are essential because this is how we find out whether children have mastered the subject matter.

Class sizes in all classes are set at around 30 children. Each class will consist of no more than 32 children, although some-

times an exception is made, and the number of children may exceed the limit. The school works with heterogeneous and homogeneous age groups. All two grades have two homogeneous classes and a heterogeneous class, also called a combination class).

The lessons in grades 1, 2 and 3

The curriculum in grades 1, 2 and 3 is not divided into subjects but integrated into a theme. Thematic work gives cohesion to all activities, allowing each child to develop at their level. The teacher and teaching assistant guide and stimulate the learning process of each child. In grades 1 and 2, we follow the KIJK! developmental lines and IPC.

The IPC themes fit in with the child's world of experience, in which the child's enjoyment of play and involvement is central. Without involvement, no play, without play, no learning. Children learn by doing and experiencing.

The joint instruction is given during circle times. This includes preparatory reading, language and arithmetic. The learning goals that are worked on during the circle activities are also reflected in a challenging curriculum. Young children need a rich, playful environment that stimulates their curiosity and challenges them with rich play materials. The teacher creates a rich learning environment by furnishing the corners of the classroom with playing, learning and development materials.

The teacher connects with the child's play and observes where opportunities lie to help the child develop further. The teacher does this by actively playing along with the same materials and mirroring play. If necessary, the teacher adds something to enrich the game. The teacher joins in the amazement and the pleasure of playing.

In addition, there is plenty of room for playing together, moving and dancing during gym classes and when playing outside.



The lessons in groups 3 to 8

The lessons are given by the grade teachers, teaching assistants and the subject teachers. The lessons usually consist of instruction and assignments that are done individually or in small groups. According to the EDI-model (Explicit Direct Instruction), instruction is given purposefully with cooperative forms of work. After the instruction, the children work independently in level groups. In the school year 2022-2023, the transition will be made from the IGDI model to the EDI model. This choice was made because the EDI-model can offer children even more differentiation between the knowledge and skill goals in our curriculum and offers targeted language goals alongside the learning goals. The teachers are offered EDI team training this school year.

What is the EDI model and what does it mean for the classroom? By means of the EDI-model the instruction is offered in phases. The new subject matter or strategy is repeated and differentiated by the teacher. The lessons are aimed at enabling all children to achieve these goals, so that each child receives instruction according to his or her own learning needs.

Part of the instruction is cooperative learning. Cooperative learning is also called collaborative learning. Learning through working together is stimulated by cooperative working methods, in which children work in pairs or groups. For example, the children discuss the subject matter together, explain and inform each other or complement each other. They search for a solution together and help each other.

In our lessons, we strive to ensure that all children benefit from group instruction. During independent work, the differences between the children are taken into account. We work in three different level groups within the class, with a so-called basic group, extended instruction group and an enrichment group. For example, during a reading lesson, the advanced readers receive enrichment material, and the reluctant readers receive extended instruction. For the children in the enrichment group, this means (sometimes) shorter instruction and targeted instruction on

enrichment and depth material appropriate to the subject. For the reluctant readers, this means more instruction time by extending the instruction time for these children. Their learning needs are taken into account. During independent work and learning, the starting point is that children achieve their own learning goals independently of the teacher. Children develop skills to work individually or collaboratively. In this way, children learn, for example, to plan their work and to make independent choices in their approach to work. The teacher's role in this is supervisory.

The basic skills in grade 3 to 8

A lot of time and attention is given to the basic skills of language, technical reading, reading comprehension, spelling and mathematics. Education in basic skills is essential to us. Using corresponding method-based tests, we follow the children's progress in these areas, and we evaluate our teaching, the methods and the tools we use.

Children differ in the rate at which they develop because of their aptitude, motivation, and background. Both the teacher and the methods we use help to adapt to the differences between children. In grades 1 and 2, we start with developing the basic skills in a playful manner.

On the side, you will find a list of the methods used in our education.

Subject	Method
Dutch Language	Werkmap fonemisch bewustzijn (grade 1 and 2)
	Lijn 3 (grade 3)
	Taal op maat (grade 4 to 8) through use of tablets (Snappet)
	Spelling op maat (grade 4 to 8) through use of tablets (Snappet)
(Comprehensive) reading	Werkmap begrijpend luisteren en woordenschat
	Lijn 3 (grade 3)
	Estafette (grade 4 to 8)
	Nieuwsbegrip (grade 4 to 8)
Mathematics	Rekenrijk (groep 1 t/m 8) door middel van tablets (Snappet)
	vanaf groep 4 op de Snappet
Handwriting	Schrijfdans (grade 2)
	Klinkers (grade 3 to 5)
	Groep 7 rn 8?
English	I-pockets (grade 3 to 4)
	Happy serie (grade 4 to 8)
	Newswise (grade 7 en 8)
	Raz-kids en Words and Birds
World orientation	IPC Early Years (grade 1 and 2)
	IPC (grade 3 to 8)
Topography	De junior Bosatlas (groep 6 t/m 8)
Traffic	Verkeerslessen speelplein en buurt (grade 1 to 8)
	Rondje verkeer (grade 1 to 3)
	VVN verkeersmethode (groep 4 t/m 8)
Social-emotional development monitoring	IPC persoonlijke doelen (grade 1 to 8)
	Kijk! Observatiemiddel (grade 1 and 2)
	Kijk! Op Sociale Competenties (grade 3 to 8)
Physical education	Diverse methods are used as source material (grade 1 and 2)
	Planning according to the vision of the HALO (The Hague Academy Physical Education) (grade 3 to 8)
Dance	Diverse dance methods are used as source material (grade 1 to 8)
Other	Music
	Schooltuinen (grade 2, 4, 6 and 8)
	EHBO (grade 8)

The International Primary Curriculum (IPC)

In addition to the learning methods for basic skills, we work with the International Primary Curriculum (IPC). The IPC is a thematic and creative curriculum for children aged 4 to 12 years focused on creative and social studies subjects, like geography and history. The IPC consists of so-called units offered per two school years. The learning objectives of the IPC have been formulated for different age groups. These are called mileposts. We work with milepost grades 1 and 2 (IEYC), milepost grades 3 and 4 (MP1), grade 5 and 6 (MP2) and grade 7 and 8 (MP3). For every milepost, special units have been designed to suit the development and perception of the child in this period. The choice of units is determined in part by the legal requirements imposed on



our education. Netherlands Studies has been added so that the entire curriculum meets the key objectives set out in the Law on Primary Education.

A unit consists of a central theme and has some learning objectives. The learning objectives describe what children need to know, what they should be able to do, and what they must understand. We pay attention to questions that children have themselves and encourage them to find and formulate their answers.

In the curriculum the following learning objectives are included:

- The subject-specific objectives: the professional goals

related to knowledge, skills and understanding. There are subject-specific targets for nature and technology, ICT, history, geography, music, physical education, the arts, and humanities and society. Because knowledge, skills and understanding are three completely different development aspects, learning will also differ. The IPC activities are designed so that attention is paid to the diverse talents and skills of children. These goals are offered in different ways. For example, we strive to organise educational trips for each theme, or invite guest lecturers for workshops.

- Personal goals: personal goals are related to the individual qualities and characteristics essential for children in the 21st century. Personal goals help develop those qualities so that children can deal with change in their lives. There are personal goals for research, adaptability, resilience, communication, morality, cooperation, respect and caring. We encourage the children to form and express their own opinions and to have respect for others. Through personal goals, children explore their own identity and that of others.

- The international goals: IPC is unique. It defines learning objectives that help children make connections between the lessons learned in the classroom and the relationship with other countries and cultures. There is also an international holiday we focus on every year. The IKC celebrates a holiday, for example, Chinese New Year or Saint Patrick's Day.

The above objects and the associated activities will also meet the

GREAT
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core objectives of active citizenship education. Active citizenship is a central thread that runs through our curriculum. This is done by offering knowledge about the democratic rule of law and political decision-making in the IPC themes. We think it is important to offer this knowledge because we want to teach the children how to actively participate in society.

English

In IKC De Eglantier, much attention is paid to the English language. Therefore, we have chosen to employ (near) native teachers to our IKC. In a playful manner, the children learn the basics of the English language. In middle and upper school, these basics are further expanded and deepened. We want our children to function in international society. Understanding each other and other cultures is central to this. In addition, we want them to be able to make themselves understood. By offering English from the start, the children learn this language playfully and naturally.

The Ministry of Education supports the further development of early foreign language teaching (vvto). From the 2015-2016 school year, we have been participating in the pilot project Bilingual Primary Education (TPO). A start was made in August 2015 in group 1, and this will be extended by one grade each school year. Through this pilot, it is legally permissible to teach lessons and activities in English up to a minimum of 30 and a maximum of 50 per cent of teaching time. We also participate in the national TPO network. Within this network, schools work together to achieve the aims of the project and exchange knowledge and experience. From the start of the pilot, we have sought contact with secondary education in Delft to ensure a continuous line so that children can move on to secondary education in a better manner.

An early start means taking into account how children learn a language. Learning the English language is integrated into our educational concept. In the higher groups, the IPC themes, physical education, music and other subjects strengthen the



relationship between learning and using a language.

We strive for high quality in our English education, and therefore we have joined the national knowledge centre for early foreign language education in English, Early Bird.

In June 2014, we were the first primary school in Delft to receive the Early Bird certificate. In spring 2022, the whole IKC team went on a study trip to Stockholm. The purpose of this trip was to be more aware of and better observe the learning of the child. A teacher or the pedagogic employee gets insight into the learning by, for example, asking questions about the learning or discussing the work of the child together. In childcare, too, we offer children from 0 to 12 years this instructive environment with English as a second language. For the children from 0 to 4, we work with Benny's Playground from Early Bird.

Expression and physical education

Within the IKC, we see exercise as part of learning. In grades 1 and 2, physical education is given by the class teacher. This occurs both in the playroom and during outdoor lessons. The inside exercise lessons are held in the playroom at the RH building. The lessons include physical exercise lessons, game lessons, dance lessons, judo lessons and lessons with gym equipment.

In grades 3 to 8, PE lessons and dance lessons are provided by a specialist teacher of physical education. In addition, throughout the school year, external partners are hired for specialist physical education classes, such as a judo workshop.

Information and communication technology (ICT)

At IKC De Eglantier, we believe that ICT is not a subject or a goal in itself but used as a means to an end. Our ambition is to fully integrate ICT within the curriculum.

ICT is a tool that can be used both for structured practice and learning through discovery. ICT is used for instruction and training but also as an adaptive learning tool. In each class, we use a smartboard, Chromebooks, and (Snappet) tablets for math and language lessons. When working on IPC goals, your child learns how to search and process the information on a computer or tablet. Children learn to work with word processors and programs for presentations.

Creative development

Creatively expressing oneself is a part of our education. The creative development is fully integrated into the IPC.

Children are given music lessons in English once every two weeks from a music teacher in grades 1 to 8. During these lessons, the children will listen to classical and world music, learn about instruments, vocals and musical notation.

The natural surroundings of the school play a vital role in our curriculum. Nature education activities usually take place outside. We have a school garden next to the building at the IB location used by grades 2 and 4. The children of grade 8 help the grade 2 children with gardening. Grade 4 gardens independently in the school gardens and grade 6 visits the gardens at the Kids Gardens Delft, location Zonnebloem in Tanthof.

Learning doesn't only take place inside the school. The children make regular cultural excursions. Our school also has good external contacts with the library and several cultural institutions in the area.

During one of the IPC themes, a school play will be performed by a grade. The class shall, jointly with the class teacher, practise texts, songs and dances. Grade 7 and 8 will perform in English.

In grades 3 to 8, children go to the School Library every week.



They may choose a new Dutch and/or English reading book and/or informative book. They are assisted by volunteers, reading coaches or the reading coach from DOK. They help the children choose a book at the right level and within the child's interest.



About our childcare

Life is a great journey of discovery for children

Day care (0-4 years)

The small-scale childcare centre offers the little ones a safe and warm environment with loving care and attention from our pedagogical staff.

Within the day care centre, we focus on the various basic pedagogical goals central to Kinderopvang Morgen. Providing emotional and physical safety for children, promoting personal and social competence and passing on norms and values are central educational goals. These factors play a role in providing quality childcare and are a stepping stone for us to quality improvements.

Our day care is a place where children from six weeks to four years come to play, learn, develop, and meet with full attention for each child. Children playfully learn English. We sing songs and read books in English. We also name the colours and count in English. The vertical group provides a place for 16 children between the age of six weeks to four years. The day care employs Benny's playground from Early Bird.

The opening hours of the day care are from 7.30-18.30. This applies throughout the year, except for public holidays

Toddler care (2-4 years)

Children need to start learning and discovering at a young age. Our toddler care is a great place for this. Since August 2020, we work within the IKC with the method VVe Speelplezier (CECE Playfun), which makes learning even more fun and educational. By playing together in an inviting environment, children learn language, social, and cognitive skills. This takes place under the guidance of playful, inspiring, sensitive, qualified pedagogical employees. The main goal of VVe Speelplezier is to increase children's chances of a successful school career.

Toddler care is available on schooldays (8.15-12.15) for children aged two to four. There are two groups in total, and your child will attend twice a week. There is a group for Mondays and Thursdays and a group for Tuesdays and Fridays. With an indication from the Child centre (Consultatiebureau CJG), this may be extended to four days, on Mondays, Tuesdays, Thursdays and Fridays. This will always be on set days.

After school care (4-12 years)

After school care is a place for school children that is open after school until 18.30 hours, during school holidays and if there is an extra free day from school, we are open all day. During school holidays, there is a fun holiday programme for the children. Childcare during school holidays is also possible without a BSO contract, but with a flex-contract.

After school care is a development plan for children who come to play with us after school hours. Within after-school care, we focus on social and emotional development. After-school care is also a place of discovery. There is plenty of room to discover talents. After-school activities are offered, and the children have the space to explore. There are two different groups for the BSO within our IKC. There is a group for children in the age category 4 to 7 years. This BSO group is located on the Ronald Holstlaan. The second group is located on Ina Boudier-Bakker Street. The age category for this BSO group is 7 to 12 years. The BSO is open from 15.00-18.30 hrs.

During holidays your child can come and play all day long because BSO de Eglantier is open every day (excluding week-ends). Your child can also come and play on study days and free afternoons. You can also request childcare without a BSO contract for holidays, study days and free afternoons.

There is also a handy parent app (Konnnect) with which the pedagogical staff can keep you informed of developments at BSO throughout the day.

Pre-school care (4-12 years)

Children of working parents can attend pre-school care on school days. From 7.30 a.m. a healthy breakfast is waiting for them. There is plenty of time to chat during breakfast, and after breakfast, there is time to play or read a book before the pedagogical staff member takes the children to school. The pre-school care centre is at the Roland Holstlaan location.

Continuous learning trajectories

The continuous learning line at the childcare centre is guaranteed, among other things, by working with the pupil monitoring system KIJK. In this way, we follow the overall development of the children in a continuous learning trajectory. This enables us to identify any developmental or learning delays and leaps forward at an early stage, which is a great way to guarantee the children's development.

The IPC themes serve as a basis for thematic work at the

childcare centre. Here, the themes from education are continued and enriched at childcare. Learning is accomplished through play. Playful learning is the line that is continued from childcare and toddler care to education.

During after-school care, there is also structural attention for the English language. The pedagogical staff speak English and Dutch alternately with the children. During meal times or when explaining activities, the pedagogical staff switch between the Dutch and English languages. Activities are sometimes explained twice, both in English and in Dutch. There is also time for reading English books, and the children sometimes speak English to each other. The pedagogical staff members communicate with the parents in both English and Dutch.

The pedagogical staff members of the playgroup and the day care centre are trained in using Early Birds. Early Bird is a method for introducing a new language to the very youngest children. Early Bird is a unique programme for creating a good quality basis for developing the English language. This method was introduced at the Nursery in September 2018.

Every child a continuous development

Our educational and childcare facilities aim to ensure children go through continuous development. Every child develops at his own pace, one faster than the other. We have our eye on all children, children with a developmental advantage and children with special developmental and learning needs. Some children need more guidance than others. Ultimately, our goal is to let all children achieve the key objectives at their own pace and adapted to the child's learning needs..

Monitoring development

The education and development of a child are important tasks of the teacher and pedagogical staff. We follow the development of children accurately. Only then can we tailor our lessons and our guidance on the child's level of development and needs. Development is monitored in the following ways: KIJK-observation system, method tests and Cito tests, the Route-8 final test. All this is recorded in the Pupil Tracking System.

Child monitoring system

The children in our education are followed through the child administration and the child monitoring system, called Parnassys. In the child monitoring system, we aim to track the child's learning development during the school career. The child monitoring system includes observations, absences, reports of parent meetings and nationally standardised tests. The child's development is not only focused on the subject matter, but we also look at the home situation, the self-image of the child, the motivation, the work conduct, the motoric and social-emotional development.

For children aged 0 to 6, development is monitored using the KIJK! observation and registration system. With KIJK! we follow and register the overall development of children. This is done based on development lines. Classroom teachers and pedago-

gical employees at the day care centre observe the children, see how far they have progressed, and respond to this with appropriate activities. In this way, a clear view is obtained of children's development.

For children from 7 to 12 years of age, social-emotional development is observed using Kijk! Op Sociale Competenties. This is the successor to KIJK! the observation and registration system for children from 0 to 6 years of age. Through observations, the teacher and the pedagogical staff at the after-school care centre map out the child's behaviour. These observations can be used as a starting point for discussions about the child's social-emotional development.

If it appears that a child needs extra support, an action plan will be drawn up in consultation with the parents.

For children aged 0 to 6, observations are recorded twice a year. Observations are made daily, and all these observations together form the basis for the registrations.

Reporting and contact with parents

At the childcare centre, you are invited annually to discuss your child's development during a parent meeting with the pedagogical staff member. This meeting is with your child's mentor. The mentor is the pedagogical staff member who works in your child's group. The mentor is the contact point for you as parents to discuss the development and well-being of your child. The mentor is also the contact person for your child in the group.

From group 1 onwards, you will be invited twice a year to discuss your child's development with the group teacher. The first interview is an introductory interview in September, in which we discuss the well-being and talents of the child. In the second meeting in March, the progress of the child is discussed based on the report.

When children move from the toddler care or the daycare



centre to the primary school, a warm transfer takes place. This means that the observations of the pre-school period are transferred to the group teacher of group 1, with the parents' consent.

Twice a year, children in grades 3-8 receive a report card. Following the first report, you will be invited to discuss the entire development with the group teacher. In addition to learning results and skills, the discussion will also focus on your child's well-being. The report includes an overview of the CITO test development, which will also be discussed. At the end of the school year, the children receive the second report.

If there is reason to do so, the group teacher will contact the parents in the interim for a discussion. If parents themselves identify problems, we ask the parents to contact the group teacher(s).

The education system is obliged to inform the parent who isn't the primary caretaker of the child about the child's school progress and general well-being. We expect from this parent to ask for the school information and we will only provide it if it

does not harm the child's interest. General school information is provided via Schoudercomberichten.

CITO

We regularly measure the learning outcomes using tests that accompany the methods. Twice a school year, we also use an independent test method for vocabulary, spelling, comprehensive and technical reading and math. This is to be able to make a comparison with national results in these areas of learning. For this, we use the tests of the Central Institute for Test Development (Cito).

Final test grade 8 - Route 8

At IKC De Eglantier, we give advice for the choice of a secondary school based on the information gathered in the child monitoring system and the final test, Route 8. Route 8 tests include mandatory subjects such as language and mathematics, and there is also a section on personal performance. Every child does a specific test made possible due to its adaptive nature. The time it takes to complete a test can vary per child. In addition, the teachers observe the learning attitude, such as concentration, involvement and pace of the child.

Learning outcomes

On average, the children have achieved the following score on the final test Route 8:

2016-2017: 217.2 (average Havo advice)

2017-2018: 208.1 (average Mavo – Havo advice)

2018-2019: 207.4 (average Mavo – Havo advice)

2019-2020: due to COVID no test administered

2020-2021: 209.9 (gemiddeld Mavo-Havo advies)

2021-2022: 199.7 (average Mavo-Havo advice)

School-type	2021 2022	2020 2021	2019 2020	2018 2019	2017 2018	2016 2017
VMBO BB	9%	7%	8%	5%	13%	15%
VMBO Kader	16%	12%	7%	21%	9%	5%
VMBO theoretisch	21%	19%	27%	23%	17%	10%
VMBO theoretisch/HAVO	7%	2%	8%	5%	7%	13%
HAVO	7%	21%	7%	19%	15%	8%
HAVO/VWO	12%	5%	17%	7%	4%	13%
VWO	9%	17%	14%	9%	28%	33%
Overig	19%	17%	12%	11%	7%	3%
Totaal	100%	100%	100%	100%	100%	100%

De children are still monitored during the first year in secondary school.

Referral secondary education

When a child departs from our school to secondary school, their file is forwarded to the new school. The pupil file includes the educational report and proof of deregistration.

Following the information from the child monitoring system, the class teacher, in consultation with the internal counsellor and the managers, will give a preliminary advice for secondary education at the end of grade 7. Again in consultation with the internal counsellor and management, the class teacher(s) of grade 8 will give a final recommendation in February. At the grade 8 information evening in September, you will be informed individually about the available options for choosing the best next educational step for your child.



Eye for children

IKC De Eglantier has a care specialist, the internal guidance counsellor, who can coordinate the care for children with special needs. At the childcare, support is given by the pedagogical coach. In the IKC, we work according to the 1-care route. With the 1-care route, the education is made to match the educational needs of all children at grade and school levels for all the schools within the foundation. We work with a cycle of tailored learning and grade plans. Three times per school year, the class teacher(s) and care specialists will get together and discuss what factors are stimulating and restrictive for the children in their educational needs. This is determined based on observations, results from method-related tests and CITO-results. Based on these grade overviews, the children are placed in level groups, and group plans are made.

Twice each school year, the children are discussed individually by the class teacher together with the internal guidance counsellor. Also, there are meetings scheduled between the pedagogical staff and the internal guidance counsellor to discuss

any concerns about the children. Parents are kept informed about school developments by the class teacher(s). If necessary, action plans are created and discussed and signed by parents. When the plan is evaluated, results will be discussed, and a new plan prepared when necessary. On occasion, after consultation with parents, external assistance may be requested. External assistance may be requested, such as the education advisory service, samenwerkingsverband PPO Delflanden, the school doctor, speech therapist, or Team Jeugd of Delft Support.

School Support Team (SOT)

At the IKC, we have the opportunity to apply for support from the School Support Team (SOT) for learning and development areas. The SOT has meetings six times per school year. The SOT consist of the internal guidance counsellor of the IKC, contact person Team Jeugd, the class teacher, possibly the pedagogical staff (the child's mentor when applicable) and the location director of the school. We would also greatly appreciate your presence at

the SOT consultation. The goal of the meeting is to look at what is needed for a child to develop further.

If this support does not provide satisfactory results, then the SOT will examine the possible next steps. All the actions we want to take to give extra care to a child are always discussed in close consultation with you as parents. Should specific expertise be needed at the SOT consultations, an outside organisation may be invited to join the consultations.

Child Health Care (JGZ)

Healthy growth and development are essential for every child. The youth doctors and youth nurses assist you in keeping track of the growth and development of your child. They guide you through the upbringing of your child. They help you find the answer to your questions about raising your child. The doctors and nurses also provide the necessary vaccinations. Sometimes, you as a parent may need a helping hand, and the knowledgeable staff are on call.

Until the age of four, children regularly come with you to the JGZ (the child health centre). When a child starts primary school, the number of visits drop, but the JGZ will continue to monitor the growth and development of your child. They do this to timely detect any health problems so that children can be helped before the situation worsens. JGZ has the following studies:

- Health check grade 2
- Speech-language research 5-year-olds
- Prevention through vaccination
- Health check grade 7

JGZ has a website where you can find this information and practical tips on parenting. See the website www.jgzzhw.nl.

Social work

School social work and parenting advice aim to identify parenting problems at the earliest possible stage and, if necessary, to address these problems and prevent the escalation of problems and school dropout. If you have concerns about the upbringing or development of your child, you can contact the Team Jeugd of Delft Support. You can do this yourself, but also through the school's internal supervisor.

Every school in Delft has a Team Jeugd contact person assigned.

After your application, you will be assigned a contact, and this is your 'case manager'. They will make an appointment with you. During the first meeting, we will discuss your concerns. After this first meeting, agreements will be made about what help or support you need. This can be anything, depending on your request for help

Inclusive education

Every child deserves a good education. This should include children who need extra support. To make this happen, schools collaborate with each other. IKC De Eglantier falls under the partnership PPO Delflanden. It aims to achieve quality education for each child together with schools and parents.

To offer a suitable place of education for children, parents must submit all the relevant information available with the application to the school. After an intake meeting, the school will decide if our school is the right place for this child's education. When there is a specific care request for a child at the childcare, a modified initial interview will be held to determine if the childcare can provide the necessary care. Parents and pedagogical employees are the most important resource for the school to obtain this information. Parents of children who come from external childcare or pre-school will be asked whether there is



information available.

The primary school will decide on placement within six weeks. If this decision cannot be taken within six weeks, the deadline will be extended by four weeks.

If De Eglantier finds that the essential support cannot be offered at our school or finds that the child needs extra support, the school ensures that the child can be placed in another school. In that process, parents and school work together intensively to achieve good and proper placement for the child.

The partnership (PPO Delflanden) is a cooperation in which our school collaborates with other schools regarding appropriate education. The partnership is involved in this process if it is found that extra support (arrangement or special place of education) is needed. In the school support profile, agreements have been made by all schools affiliated with PPO Delflanden. Foundation Librijn has a duty of care from the moment of registration with De Eglantier in placing your child in the right place of education. In inclusive education, we work with several educational work levels:

- Basic Support: Schools have made agreements with each other about what every primary school needs to provide at a minimum;
- Arrangement: Sometimes a child will need more assistance than the basic support offered by the school. The partnership will be involved in determining what these children need;
- Special place of education: For a number of children basic support is not sufficient. It has been determined that the arrangement cannot be offered at the school where the child is registered and that a special place of education then applies. In those situations, we work together with parents and other schools started to find the right place of education.

Procedure reporting domestic violence and child abuse

The IKC has a procedure for reporting domestic violence and child abuse. The reporting procedure is a clear roadmap that describes what the employees of the IKC must do when suspecting domestic violence or child abuse. This reporting procedure for education can be consulted at the school.

Contact safe school

There is a contact person safe school at IKC De Eglantier. This person is the contact point and first assistance for (parents of) children confronted with bullying, discrimination, sexual harassment or abuse of power. The contact person refers parents and/or child(ren) to the appropriate authorities. In addition, this person has the task of giving information about the procedure to be followed in case of a complaint.

The contact person always keeps the information obtained from parents and children confidential. The contact person can also put you in touch with the (external) confidential counsellor.

To get in touch with the contact person safe school, look at the Calendar, part B.

Confidential counsellor

In certain instances, parent and or children may contact the confidential counsellor. The external counsellor will provide a listening ear and will find a solution together with you. The counsellor can mediate between the complainant and the accused, assist with filing a complaint with the complaints committee, assist with the search for specialised assistance, or encourage the person concerned to take action. The confidential counsellor will in the first instance check whether the complainant and the accused have tried to resolve the problems in mutual consultation. If that is not or not sufficiently the case, it will first be looked at whether a solution can be found in this way. If this is not the case, the confidential counsellor will check whether the event is a

reason to submit a complaint to the complaints committee and, if desired, will guide the complainant through the further procedure. The name and contact details can be obtained from the contact person of the school and can be found at: http://www.librijn.nl/over_librijn/regelingen_en_vakantie

External confidant

You can trust that the IKC will carefully handle your interests. Yet it may happen that during contacts with the IKC you are not fully satisfied with the way things are going. The external mediator will listen to your concerns and together we will try to find a solution. The mediator can mediate between complainant and defendant, assist in submitting a complaint to the Complaints Committee, help in the search for specialized help or stimulate the person involved to take action. The external counsellor information can be found in the calendar part B.

Parental Involvement

When parents and IKC work well together, children will feel quickly at home at school and childcare. We, therefore, encourage educational partnership. Parents, teachers and pedagogical staff are expected to act in the best interests of the child. We feel jointly responsible for the development of children.

As a school with bilingual education, we are dealing with a great diversity of cultural backgrounds. The IKC tries to build a bridge between the home culture and the school culture for these families. For example, we organise coffee mornings to promote parent participation. Teachers know the home language and background and try to understand the perspective of parents. We offer a lot in the area of language development with internal expertise and we work together with DOK (Taalvisite) for external expertise.

In order to create understanding and overlap between the

home situation and the school situation, good cooperation is very important. To ensure this cooperation, we make our IKC as accessible as possible. The basis for good communication between the different parties is trust, mutual understanding and respect. Sometimes it is necessary to meet regularly. This can promote the development of children. Also, it may be required to practise (extra) curriculum with your child. The class teacher or the pedagogical staff is the first point of contact for children and parents; the location manager education and childcare cluster manager have the final responsibility.

We also expect parents to contribute to the development of the child. Any parent who signs up their child signs an educational partnership in which we share responsibility for the child's development. We expect you to be present at contact evenings, information evenings and the biennial portfolio talks. At the beginning of the new school year, there will be an information meeting. During this evening, you will receive information about developments within the school and information about the grade your child is in, such as the use of teaching materials and homework. At a general information evening, explanations and information on developments in the IKC are provided. Examples include an information evening about specific subjects, such as English, IPC or cooperative learning. During the portfolio talks, you will discuss their development with your child (ren).

It may be nice to talk with other parents about school things, things you are confronted with in your child's development, or just have a pleasant conversation with each other. Once every month a coffee morning is organised. It provides parents with the opportunity to talk to each other at school.

We organise many activities for the children to help them to acquire knowledge in different ways. For this, we often need the help of parents. We hope that you can and want to make time for this. Examples are art classes, educative excursions, traffic lessons, sports tournaments and the annual sports day.

Providing information

The IKC believes it is important to inform parents as much as possible about the state of affairs. We do this, for example, through the IKC guide. Our guide also has an annual published part B, the Calendar. In this Calendar, you will find a relevant, yearly updated part with information and dates from the IKC. Parents also receive information through the parent-school communication means' Schoudercom', like the newsletter, practical information about your child's group and payments.

Complaints regulation

Complaints Regulation Librijn Public Education. Since 1 August 1998, the Quality Act has been in force for primary education. Among other things, this Act means that school boards are obliged to have a complaints procedure and a corresponding complaints committee.

According to the law, complaints can be made about conduct and/or omissions by all persons involved in the school. However, it is not the case that every complaint follows the complaints procedure. The vast majority of complaints regarding the day-to-day running of the school are resolved in mutual consultation between parents, pupils, staff and school management to the satisfaction of the complainant. If this is not possible, given the nature of the complaint, or if the resolution is not satisfactory, an appeal can be made to the Complaints Regulation.

Complaints for which another regulation/procedure is open cannot be dealt with under these Complaints Regulations. An important example of this is complaints about decisions taken by/ on behalf of the competent authority; the complaints procedure of the General Administrative Law Act is available for these. The complaints procedure states how a complaint can be submitted to the complaints committee and what procedure is used. The competent authority of Librijn public education does not have its own complaints committee, but is affiliated with the LKC, the National Complaints Committee for public and generally accessible education.

The usual procedure for a complaint is as follows:
You present your complaint to the teacher of the school.
If this does not lead to a satisfactory solution, you submit your complaint to the school director.
If this does not lead to a satisfactory solution, you submit your complaint to the school board of Librijn openbaar onderwijs.
If this does not lead to a satisfactory solution, you should present your complaint to the school's contact person, who can then guide you to the appropriate body, for example the complaints committee or confidential adviser.

After a complaint has been handled by the complaints committee, it advises Librijn on possible solutions, but the school board is ultimately responsible for the final solution.

You can read the complaints procedure on the Librijn website (www.librijn.nl). You can also find more information on the website of the LKC (www.onderwijsgeschillen.nl).

If you want to contact one of the persons mentioned above, please check the calendar (part B) or the contacts of the IKC guide (part A).

The childcare centre has its own complaints procedure. This can be found on the website of Kinderopvang Morgen. You can make your complaint known to the pedagogical staff member, if this is not to your satisfaction, you can ask the pedagogical manager about your complaint. If your complaint is not satisfactorily resolved here either, you can contact an external childcare complaints committee. To get in touch with the right person, look at the calendar, part B.

Do you have an idea, comment or complaint about the childcare? Let us know! Contact the team or the childcare pedagogical leader. Good to know: our childcare centre is part of the childcare organisation Morgen and is affiliated with the Disputes Committee for Childcare. The Childcare Governance Code also applies.

A separate complaints procedure applies to childcare and playgroup. This can be found on the website of the Kinderopvang

Morgen. You can make your complaint known to the pedagogic employee. If this is not resolved to satisfaction, you can inform the head of the location about your complaint. If your complaint is not satisfactorily resolved, you can contact an external complaints committee for childcare. To get in touch with the right person, look at the Calendar, part B.

Do you have an idea, comment or complaint about childcare? Let us know! Contact the team or the childcare manager. Good to know: our childcare is part of the Kinderopvang Morgen and affiliated with the Childcare Disputes Committee. The Childcare Governance Code also applies.

General Data Protection Regulation (AVG) Education

Since 28 May 2018, the AVG has been in force, also for schools. This regulation describes how the school should deal with personal data.

The school is obliged to record certain personal data. This obligation stems from the legal requirement to provide education and guidance to our pupils. This data is called personal data and is recorded in the school administration. At our school, the privacy of our pupils and thus the personal data we process is handled with care.

The recording and use of this personal data is limited to information that is strictly necessary for education. The data is securely stored. Access to these data is also limited, so that only those staff members who are authorised to do so can access the data.

The school also makes use of digital learning materials. The suppliers of these materials receive a limited amount of student data. The school has made strict agreements with its suppliers regarding the use of personal data in order to prevent misuse. Pupil information is only shared with other organisations if parents give their permission, unless such exchange is required by law.

Sometimes the school also processes other personal data, such as a photo for the website or a video recording of a lesson for the purpose of teacher evaluation. For the processing of this personal data, permission from the parents is always requested. As a parent you also have rights. You have the right to inspect your child's personal data. You also have the right to improve, add to or have removed the personal data stored (e.g. if we process your personal data on the basis of consent and you have withdrawn your consent). Finally, you can also object to the further processing of personal data due to special circumstances. You can send your request for inspection, preferably by e-mail, to the school management.

Finally, the AVG requires the school board (Librijn) to appoint a Data Protection Officer to monitor compliance with the AVG. If an irregularity occurs with respect to the processing of personal data, you can contact the school management. Parents may also submit a complaint to Librijn's Data Protection Officer (to be contacted via avg@librijn.nl).

Librijn's complete Privacy Regulations can be read on the Librijn website under: 'We are Librijn' - ' AVG' .

At the childcare centre, you also share your personal details with us. This data is needed to be able to reach each other, to keep you informed and to work well together on the care of your child. You can therefore assume that we store your data safely and only use it when necessary. Your privacy and that of your child and family is important to us. Our childcare centre is part of Kinderopvang Morgen. Therefore, the Kinderopvang Morgen privacy rules apply. You can request this from the pedagogical leader. Kinderopvang Morgen handles (special) personal data of its clients and website visitors with care and adheres to the General Data Protection Regulation.

Parents Council (OR)

The Parents' Council (OR) of Education consists of parents from our school. Parents can register themselves or are asked to



participate in the OR. Someone from the school team is present at the meetings of the Parents' Council as an advisor.

The OR is responsible for a number of activities, such as the celebration of Sinterklaas and the sports day. The OR has divided her work into a number of committees. In addition the Parents' Council promotes the participation of parents by involving them in all kinds of events that are organised by the Parents' Council and the team. For this you are asked as a parent to make a financial contribution, the voluntary parental contribution.

The policy of the IKC is primarily the responsibility of the management, the IKC staff and the participation council. The parent council brainstorms with and gives advice to the management and the participation council.

If you would like to attend a meeting, or if you have any questions or remarks, you can reach the council via the e-mail address or@eglantierdelft.nl

Participation council (MR)

The school has a participation council (MR) consisting of elected representatives of the parents. The powers of the MR are recorded in the Law on Participation in Education (WMO). The MR provides a structure in which parents and teachers can consent and advise on critical issues affecting the school. These are issues that directly concern education, such as the appointment of teachers, finances, housing and education policies. The MR focuses on policy issues and not individual interests.

If you would like to attend a meeting, or if you have questions or comments, you can contact the MR via email at mr@eglantierdelft.nl

The Librijn foundation also has joint participation (GMR). The GMR has the same powers as the MR, but in matters concerning the foundation Librijn as a whole.



If you have questions about education, you may turn to the policy advisors of the Public Education Society. To get in touch with the right contact person, please check the Calendar, part B.

OR Childcare

The parents' committee is composed of parents of the childcare. They represent the interests of all parents of children in childcare. The primary responsibility of the parents' committee is to monitor and stimulate the quality of childcare and give solicited and unsolicited advice to the management of the childcare. Parents interested in being part of the committee can register via the manager childcare, email: oceglantier@kinderopvangmorgen.nl.

Friends of De Eglantier

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

Parents and teachers founded friends of De Eglantier to support the Eglantier in realising

projects that cannot be (fully) realised from the regular budget but which are considered important for the Culture and Nature Education at the school.

Would you like to contribute? You may do so on account number: NL92 RABO 0300 5837 45, Stichting Vrienden van de Eglantier in Delft.



Application and attendance

Enrolling new children

If you are interested in childcare and/or education at our IKC, you can ask the management for information. To orientate you can visit several open days per year, where you can get acquainted with the education and childcare at IKC De Eglantier. You can find this information on our website.

You can register your child for childcare if it is not yet born. To do so you can use the www.eglantierdelft.nl registration form on our website. Please do not wait too long to register. As soon as a group has reached the maximum number, your application will be placed on the waiting list. This number also depends on the age of the children at the nursery.

In order to be able to offer children a suitable place in school, all relevant information must be made available when they register for school. The education department uses a questionnaire to determine whether De Eglantier is the right place for your child to go to school. Parents are the most important source for us to get this information. If a child is not yet known within our IKC, we will ask parents if information is available at another nursery or playgroup.

Education makes a decision about placement within six weeks. If the decision cannot be made within six weeks, this period can be extended by four weeks.

Reception at the IKC

For childcare, separate appointments are made for so-called 'wenafspraken', practice days on which your child will visit to get used to their new surroundings. This will be agreed upon in consultation with parents. The number of parts of the day that a child will visit depends on the child and their age.

The school advises parents to bring a child for three mornings to get used to education. The child should be brought before

8:30 am and be picked up at the end of the morning. Parents are not allowed to stay with their children. The class teacher chooses suitable mornings in consultation with the parents. The class teacher will contact the parents. Children whose birthdays are in or just before the summer holidays will not be able to come for practice days.

When a child comes from another school into the grades 2 to 8 during the school year, then the child will be tested, and we will contact the previous school to determine which grade the child should be placed in. Here we take into account the size of the class and the needs of the new child and the class.

Attendance

Children must receive a minimum of 7,520 hours of teaching time during their primary school career. A school may decide for itself how these hours are divided over the different years. After deduction of school holidays, the total number of hours of education at De Eglantier is too high. As compensation, De Eglantier has decided to include roster-free days in the annual roster. The childcare will be open on these days.

Call in sick

Should your child not be able to come to the IKC unexpectedly due to illness or family circumstances, please inform us by telephone before 8.15 am, or use Schoudercom. For the day care, please phone or use the parent portal Konnect.

The school has a duty to report based on the Compulsory Education Act. This means that we must report school absence of a child without a valid reason to the Board of Mayor and Aldermen of the municipality where the child lives or stays. This includes the frequent late arrival of a child.

We are obliged to report immediately when a child has missed a total of sixteen hours during a period of four consecutive teaching weeks.

If your child is not present at school without notification, we will contact you at around 9 am. The absence of your child is carefully registered with the reason for the late arrival. The teacher will talk to you if your child is regularly late or absent. Agreements are made in this conversation. If the situation does not improve after conversations with the teacher, the location manager invites you for a follow-up conversation. If the situation does not improve after that, the IKC reports this absence to the school attendance officer.

Children of primary school age are subject to compulsory education. Therefore other measures apply when they regularly get to school late or are absent altogether. Children from four years old go to primary school. During the first year, your child is not yet obliged to attend school and, in consultation with the teacher, you may occasionally keep your child home for an afternoon if the school is still too tiring. Staying at home for a day without a valid reason is not allowed. From five years on, all children are subject to compulsory education, and they have to go to school every day.

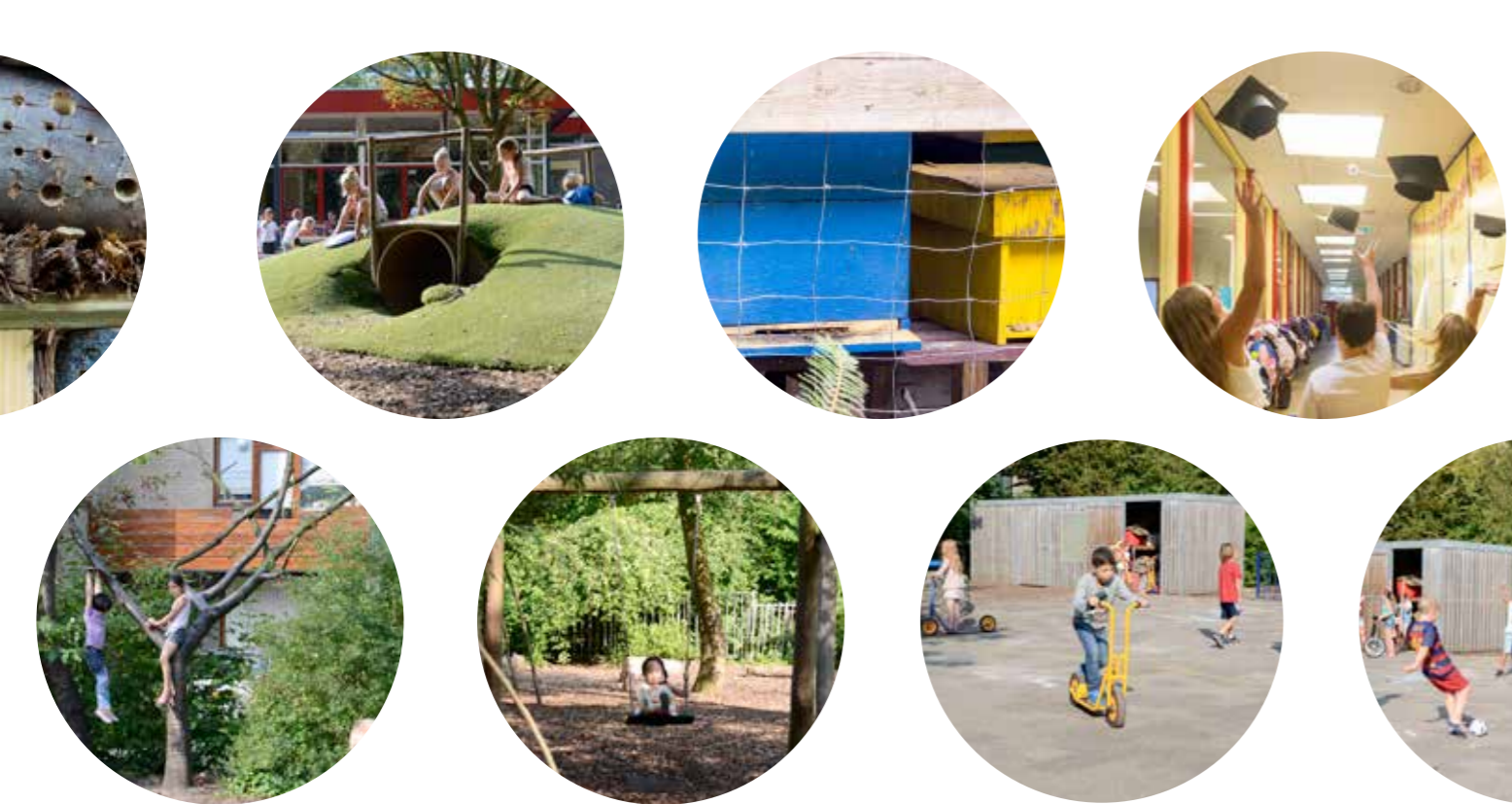
Leave of absence

Except in case of illness, it is not allowed to miss school. Extra leave for holidays is therefore not permitted. Children have 13 weeks of vacation. You should have enough time to celebrate your holiday jointly. There is only one exception, which is if one the parents cannot leave during school holidays. An employer's declaration must then be submitted. The management is obliged to follow these rules and, if there is a violation, pass this on to the school attendance officer.

You can apply for a day off for a child, for important circumstances, such as a move, a religious holiday, a marriage of a family member or an anniversary. The form 'request for exemption from school' (verzoek om vrijstelling schoolbezoek) can be downloaded from the website. An application form must

be submitted to the location manager at least one month before the desired leave. You will receive a reply to your request within fourteen days.

Extra vacation leave in the first two school weeks after the school holiday is never permitted. Unauthorised absence must be passed on to the school attendance officer.



Names and addresses

IKC De Eglantier

Domain 0-7 years

RH-building
Roland Holstlaan 917-919
2624 KE Delft
T 015 256 42 08

Domain 7-12 years

IB-building
Ina Boudier-Bakkerstraat 2
2624 NX Delft
T 015 256 42 08
E directie@eglantierdelft.nl
I www.eglantierdelft.nl
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T 070 792 01 00
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