

School guide
of
primary school
Karel de Grote
2019 – 2020



Preface

In front of you is the school guide of primary school Karel de Grote. This guide is meant for all parents and caregivers (from now on called parents) of children who visit our school and for parents who are looking for a school for their child (ren).

This school guide contains lots of data for anyone who is a parent or other interested that is involved with primary school Karel de Grote. Besides receiving this guide you will also receive a special calendar with all activities of the new school year.

We are a SPIL (PLIL) (Play, Integrate and Learn) Centre, in which the partners together shape their pedagogical tasks.

Our partners are: Korein Kinderplein and Zuidzorg.

With these partners we have drawn up a pedagogical plan that describes how we are to guide the children as well as possible.

Children are central to Karel de Grote and so their input in this school guide cannot be missed. That is why we have included photographs of everyday and special events in this school guide.

In 2016 the school was judged very critically and intensively by the inspectorate. The inspection was so impressed that she gave the school the (exceptional) rating VERY GOOD has been given to us and the school was even nominated as an Excellence School. Obviously we are very proud of this achievement.

Are you becoming curious? Please don't hesitate to come for a chat and a look around. So we can tell you more about us and the education at our primary school Karel de Grote.

For this, you are always welcome.

Management and team

Primary school Karel de Grote



Basisschool Karel de Grote
Mendelssohnlaan 217, 5653 BB Eindhoven 040-2512628
www.bskareldegrote.nl s.habets@skpo.nl

Business Information

School info

Primary school Karel de Grote
Mendelssohnlaan 217
5653 BB Eindhoven.
tel: 040-2512628.
E-mail: kareldegrote@skpo.nl
Website: www.bskareldegrote.nl

Management/Board

Mrs. Silvi Habets
In case of emergency
06-46313418.

Board deputy/Assistance

Mr. Ruben Adriaans
In case of emergency
06-23120609

Staff/ Board

The management consists of a head mistress and a deputy. They take care of a number of things together with the staff such as;
The quality of education, the organization, the atmosphere, the "appearance" of the school, Student counselling, the parental involvement and the well-being of everyone present at school. The management gives direction to the team and allows parents to speak and represent the school. Before the school starts in the morning, the management (together with the internal supervisor) is as much as possible visible at the schoolyard and at the front door to be an easy contact for all parents and children.

Class teachers

The class teacher supervises the group. In addition, the teacher pays a lot of attention towards lesson preparation, recording student data and correcting work.
A number of teachers work part-time. That means that in some classes different groups of teachers teach for different days. We try to ensure that there are no more than two regular teachers a week in a class. The class distribution/schedule will be presented at the end of every school year and you can also find the schedule on the school calendar. Every teacher has general tasks. These tasks are divided among the team members.

Care team

We have a special care team at school. This team takes extra care off the students who have a little more trouble with learning or behaviour. This team will take extra care on these matters in consultation with the class teacher and the parents. This to ensure that the pupils are guided as well as possible in their development.
The Internal Supervisors (IB-ers) and the staff are in any case part of the care team.

Labour coordinator and In-house emergency services (BHV)

Our head mistress is also the coordinator of health and safety matters at our school. There is a plan written (health and safety plan) in which living and working conditions at school for pupils and personnel have been documented. Part of this plan is the evacuation plan that we practice twice a year with the entire school (Pupils and Staff). Every year three teachers are at least trained and educated as Safety officers (Company emergency officer) to be able to carry out the evacuation plan properly.

Janitor

We have several janitors employed at our school. One of their tasks is the preservation of found and Lost objects. You can contact them if you lost something. They are located at the main entrance of the school.

Wij-Eindhoven

The municipality has united a number of aid workers in the organization Wij-Eindhoven. From this organization Michel Meulenbroeks and Diana Overbeek are contact persons located at the school. One of them is mostly present at school every Tuesday morning during the coffee round of 8: 30-9: 00.

You can contact them, among others, with questions about:

Your family, the behaviour of your child at home or at school,

Finance, work, care and ideas for your neighbourhood.

They can offer you a listening ear, look for a solution together with you or help you to see with the right institution or organisation.

They have a strict confidential position and are bound by their confidentiality by profession.

Their services can be used by everyone and are free of charge.

You will find their details at the back of the school guide.

Brede Spilzorgteam (PLIL) Play Integrate and Learn

Your child is now at a Spil centre. The importance of the child is paramount in everything we do. Which means that there will be a constant consultation between the various partners in the interest of the development of your child.

In the Spilcentrum, the consultation office, the toddler work, the childcare, the primary education and youth health care work closely together.

If your child is being discussed in the broad Spil care team, you will be informed of this and the outcome is discussed with you. If you want to be at the consultation when your child is being discussed, this possibility is provided for you.

School size

In 2012 the construction was completed of the Spilcentrum (PLIL Centre) Genderdal. Since then, the primary school, playgroup, nursery, pre-school, after school and the consultation office are coo sharing the building and so are all located within the same building.

The number of pupils at our school currently is around 175.



Basisschool Karel de Grote
Mendelssohnlaan 217, 5653 BB Eindhoven 040-2512628
www.bskareldegrote.nl s.habets@skpo.nl

School board

Primary school Karel de Grote falls under the management/board of:
Stichting Katholiek and Protestants Christelijk Onderwijs Eindhoven e.o. (Foundation
Catholic and protestant Christian education)
Vonderweg 12
5616 RM Eindhoven.
040-2595320
E-mail: bmt.secretariaat@skpo.nl
Internet: www.skpo.nl
In the back of the school guide you will find more substantive information about the school
board SKPO.

Inspection

Primary school Karel de Grote falls under the State Inspectorate of primary education.
Postal address: PO Box 530
5600 AM Eindhoven
Tell: 088-6696060

Identity

Primary School Karel de Grote is a inter confessional school. The school uses the Christian life vision as a starting point, but everyone is equally welcome. We work together, celebrate together and keep traditions high. Nobody is the same. Everyone is accepted, respected and seen.

We inspire and learn from each other.

Our identity is not limited to a religious conviction. This attitude is been given shape in our everyday approach within the school. We are an open and safe school. We want to give the children, their parents and team members the feeling that they are all welcome at our school.

Every child matters!! In the large group we all have our own space and with those spaces together we form a group. We want to have attention for each other. Approach each other in a respectful way. We firmly believe that you cannot make it on your own and that you have to do it together. The identity of the school takes shape in various ways. This partly determines the pedagogical climate in which we live, work and learn together at school. Every student has his own possibilities.

We see it as our task to stimulate our students. And by doing so to develop their talents, to equip students with knowledge and skills and to teach them how to deal with values and standards and their own responsibility. In this way, the students carry with their own experiences with the identity of our school. Identity also has to do with how we are in society, how we interact with each other and how involved we are in our environment. From this point of view, the school also makes the connection with active citizenship and integration. In our method and contact with the children this is a constantly recurring aspect. The respect for everyone's faith is brought to the attention of the public every year and celebrated during the Children's confetti festival. This festival expresses in a positive way the differences between children, their beliefs and their different backgrounds. Also in the lessons news comprehension, speaking engagements, the storytelling circle and in the world orientation lessons the topic is regularly discussed.

Educational capability

The education at our school is intended for children from the age of four and is organized in such a way that the students can go through the school within a period of eight consecutive years. We provide education with a clear structure and organization. Our education is organized in year classes, in which children of about the same age sit together and are educated together. We respond as much as possible to the development of the individual student. We closely monitor the pupil tracking system to see if a child is within the established standards. In cases of stagnating development extra guidance is given and the parents are informed. We find it important that children learn to work independently and that they also know that they are capable of doing so. The children receive a wide range of education in different fields. There is attention for the creative subjects and social emotional development. We are a colourful school, visited by children from many different nationalities. This means that in the direction of our educational system we spend extra attention and time towards the read and language educational fields. Vocabulary development takes a central place in our educational system. Within the classes, the teachers adapt their educational agenda towards the capabilities of each individual system. The class teachers have a guiding role in this process. As a team we always set our goal on achieving the set goal with the continuous educational line. We think it's important to use a clear, structured approach to develop the possibilities of every child as well as possible, on cognitive, socio-emotional, physical and creative level.

Multiyear planning

We aim for quality education and that is why we need our results to be regularly evaluated critically and adjusted as necessary. At the end of every each school year we evaluate the school process and the development of the past year. What is going well? What could be better? What should be done change? What do we think that we still need to develop at school? What has priority?

Evaluation of policy intentions

- We have continued to give more responsibilities to the students and increasingly promoting an independent and active learning attitude. We made the choice of a social emotional method named the happy suitcase!!
- More digital blackboards have been purchased (all groups have a modern Prowiseboard) and the system of
- Working with tablets is implemented in groups 6, 7 and 8.
- Musical education is further developed: The method 1-2-3 Zing is implemented.
- The new language and initial reading methods have been implemented from group 3.

For the school year 2019-2020 we have the following policy intentions:

- The Gelukskoffer (Happy suitcase), the new method for social emotional development, was last year purchased and will be introduced this year in all groups.
- We will continue with the further development in the field of ICT. There will be a policy plan written for all groups, which states what we expect from the students in each

school year in the field of ICT. Also social media and the agreements around it are being tightened up.

- Music lessons are now being taught in all groups, the main line is being expanded.
- We wonder how we will give further content to cultural education in the school and
- draw up a plan for the next four years.
- The description of the transition from Primary Education to Secondary Education will be magnified and adjusted. Our policy regarding to duplication and acceleration
- will be examined.
- The gymnastics method is renewed.
- The initial reading method Safe Learning Reading is further explored and tightened up, with especially for children who need something extra.
- The school management ensures that a new school plan is written for 2020-2024

Organisation of education

Intern

Groups/classes 1 and 2

groups 1 and 2 are homogeneously composed.

In groups 1 and 2, play and work are combined. There is a theme bases program. Each theme starts with a joint celebration in which both the children of Korein and the primary school are present. For the language and calculation activities, we use the Kleuterplein method. The children carry out activities that are challenging and recognizable for them. Often is their own experiential world starting point for playing and working. The students work at their own level. In this way we want to stimulate the children in their development. Attention is paid to physical development (gross and fine motor skills), language development (vocabulary and budding literacy), preparatory arithmetic and creative development. In addition, we pay attention to promoting independence during the various work forms. The development of the children is monitored by means of observations during game situations. For this observation we use the KIJK registration system.

VVE Thuis (Home), group/class 2

VVE Thuis/Home is a program for parents with children in group 2. The goal is to increase educational opportunities of the children. You as a parent receive activities that you carry out with your child at home. These activities fit the theme that works in the classroom. You will receive the materials from school. Some materials can be borrowed. There are six meetings at school in which the teacher explains the program and where experiences are exchanged.

Starting at class/group 3

From group 3, more material-oriented work is being done. We keep a close eye on whether a child is to develop according to the nationally determined standards.

In addition to the initial reading instruction, we also pay a lot of attention to calculating and vocabulary education. Our groups 3 to 8 are homogeneous groups, meaning a group of children of about the same age are placed together. In group 7, pre-advice meetings are held in connection with the transition to the continued education after they finished at Karel de Grote. The final advisory meeting takes place in group 8.

"Reading house work" for group 3

This homework for children and parents of group 3 connects to reading at school and also spends attention to reading at home. The interest of you as a parent is very important in learning to read. Your child gets home reading as homework. It is intended that you work together with your child on the assignments. Working together between you and your child is

so important, that this is the reason that we state that learning to read will definitely go better. The project is concluded with a festive graduation ceremony.

Group plans

Students differ from each other and learning outcomes differ from each other. To make the most of all students there is differentiation required. Differentiation takes place in particular in the amount of time, instruction, amount of work and guidance by the teacher. The group plan is a description of the educational provision per subject area for a specific period. It describes for each child, which approach and what interventions the teacher performs for the child to achieve goals. In the group plan all pupils are classified based on test results and pupil characteristics in three subgroups:

Approach 1: the instruction-dependent pupils, they follow extended instruction and receive one reduced amount of exercise material to achieve the minimum goals.

Approach 2: the instruction-sensitive students, they follow the basic instruction.

Approach 3: the instructional independent pupils, they follow an abbreviated instruction. The basic substance is processed and in addition they receive enriching exercise material.

In the meantime, the group plan is analyzed and pupils are based on their work attitude, progress and test results rearranged in the 3 approaches.

When a child cannot take part with approach 1, it can be switched to an individual action plan. When parents or children want to practice at home with certain subject matter agreements can be made about this with the group teacher.

Working independently

Working independently at our school is a form of work that becomes structural from the lower level built up. In a playful way, the youngest children learn to be responsible for themselves and their duties. We believe it is important that we develop an attitude of self-reliance in children, independence and mutual cooperation. Moreover, we find it important that the teacher gives certain moments extra attention to those children who need it.

From group 3 we work with the model direct instruction. This means that children who understand the purpose of an assignment, do not need extra instruction and therefore independently can go to work. For children who need more explanation, there will be an extended instruction, after which they can also go to work with the provided additional instructions. Then the teacher can give a small group or individual extra instructions or guided exercises if these are required.

Homework

We find homework important because of the following reasons:

- The children are responsible for their own assignments.
- Children can prepare for secondary education.
- The involvement of the parents is increased.

The following subjects are eligible for homework:

- Language; vocabulary, spelling, book review, lecture, reading exercises and language assignments.
- Calculate
- World orientation; topography, learning to test nature, history and geography.

(See the schedule next page)

Classes/groups	What/which?	How often?	When?
3		Once a month	
4	Package of 2 to 3 pages	Once a week	Give On Monday to be returned on Friday
5	Package of 4 to 5 pages	Once a week	Give On Monday to be returned on Friday
6	Package of 4 to 5 pages	Once a week	Give On Monday to be returned on Friday
7	1 to 2 pages/assignments each time	Twice a week	Monday to Wednesday and Wednesday to Friday
8	1 to 2 pages/assignments each time	Every day	Variable

We have made the following agreements:

- Return on the agreed day, not before or later.
- Homework is checked at school
- When children have forgotten the homework more than 3 times or didn't finish it parents are informed of this.
- When children are absent for a long period (a week or longer), together with the parents is looked at how the missed lesson material can be caught up at home.

External

Interns

At our school students of Pedagogical Colleges and the ROC get the opportunity to gain practical experience. The number of trainees may vary from year to year, depending on the group in which a trainee can be placed.

The supervision of students is a task for the teacher where the student interns.

The management bears the ultimate responsibility for this.

After school activities.

We have after-school activities at our school. We work closely with *Your Choice*.

The children can register for an activity after consultation with their parents. The costs are prepaid. If too many children have given up for an activity, it can happen that children are being dismissed. We try to involve as many children as possible to the the various activities.

School guidance service

Sometimes a school counselling service helps us in educational development and tries to collaborate with the team to guide individual children as well as possible.

If there are children with learning or behavioural problems, the counselling service supports us by means of consultation with the care team, tests and observations. This is how we can optimize the best help for the child.

Speech therapy

A speech therapist works at our school on Tuesday. The children who need it can use this during school time. When children go to speech therapy twice a week, the parents set the second time for the appointment outside of school time.

Plan fitting education

Parents often had to search for a suitable educational place for their child. From the 1st of August 2014, schools are obliged to offer an appropriate place for education to pupils who are in need of extra support.

Educational Teaching areas

Groups 1 and 2

Pre-schoolers learn during their game. We therefore ensure that there is a lot of material at school, including for them. We talk a lot with the children about all kinds of subjects, so they learn a lot of words and learn to speak them well. This is important for later language and reading education. We try to engage them to make them see and experience the subjects themselves as much as we can. The observations of the children we capture and monitor into the KIJK registration system. This allows us to follow the development of the children and tailor our educational offers to their development.

We work in the kindergarten groups with the Kleuterplein method, a child- and target-oriented method where various themes take a central place each year. The method connects to Peuterplein, where Korein works with. Every 6 weeks there is a themed celebration, together with the toddlers of Korein. Parents and toddlers and other sibling are welcome. After the celebration they receive a themed letter with the words that the children shall learn during that theme.

Basic skills

In groups 1 to 3, the children start by reading the basic skills, writing, language and math. We try to connect our lessons as much as possible with the current affairs and the direct living environments of the children.

Language Plus Class

Since 2018 our school has a Taalplusklas. (Languageplusclass) In a Taalplus class, there are a maximum of 16 students, who receive extra attention in the field of Dutch language for one year. Especially the vocabulary extension of the students is given a central approach.

Groups 3 to 8

Reading

In group 3 the children start learning to read. We are working with the new version of Safe Learning Reading. We pay a lot of attention to technical and reading comprehension. In

groups 4 to 8 we work with the Estafette method. This method offers differentiated technical reading instructions, tailored to the progress and needs of individual students.

In the higher groups the emphasis is increased on comprehended reading and studying reading. In reading comprehension we teach the children to understand different types of texts. In addition, we find it very important that the children really enjoy a book. That is why we pay a great deal of attention to the reading promotion. Much work is being done on the children's book week in October, the national reading breakfast and the National Reading Match. In order to encourage children to read more, the school has a library in the school. Children can receive a pass and can therefore borrow books. Parents can also, at certain times access the library.

Dutch language

Karel de Grote works with the method "Active Language". Language is a very important means of communication. We teach the children to write error-free, but we also pay a lot of attention to vocabulary. To understand a language it is important that the children have many words and expressions and that they learn how our language works.

Writing

When a child is ready, we start in group 2 with preparatory writing exercises. In group 3, the students start with consecutively writing, the so-called running script. It is important that children adopt a school notebook with a clearly legible font to make. For this we use the writing method Pennestreken. This method is taken into account held with right-handed and left-handed children. From group 6 the method also provides creative writing, a first step towards the development of a personal handwriting.

Arithmetic/calculation and mathematics

During the math lessons we teach the children to solve practical problems from everyday life. For this we make usage of the World in numbers method.

The method is built according to the proven roofing construction: orientation, conceptualization, practice and automating. There is a weekly assignment for independent work and practical differentiation on 3 levels.

If you talk about your arithmetic/mathematics with your child, you want to bear in mind that they count it and perhaps learn it differently today than that you have learned before.

English

In group 7 and 8 English is taught with the Take it Easy method. The children learn all sorts of words and to have conversations about daily topics

World orientation and traffic

On Karel de Grote we often talk with the children about the world around us and we provide them with knowledge about the past and present. It is not so much about fact knowledge but much more about how to teach them to have a correct attitude towards their environment, peoples in other countries, our ancestors, nature and technology.

This is done in separate courses on the basis of the teaching method, but sometimes also through the school television, circle/class discussions, speaking engagements and making work pieces/assignments.

For the case studies geography, history and biology we use the method 'Wiser through the World', 'Wiser through Time' and 'Wiser through Nature'.

In all groups, attention is paid towards traffic and traffic rules this all concerning traffic safety.

In group 7 the students get a practical and written Traffic test. We work with the method 'Pointer in Traffic'. Since June 2007 Karel de Grote possesses the Brabant Road Safety Label.

Physical exercise

In the kindergarten groups, physical education is on the schedule daily. From group 3 the Children have exercise once a week under the guidance of the teacher in the sports hall. Besides the learning various forms of movement, children in the game learn skills such as insight on; how to deal with sport, to win and lose; take into account the other person and their involvement. Furthermore, during the gym classes, sports associations are invited, in which the children get acquainted with different types of sports through clinics. In addition, we participate in sports activities after school. The children have the opportunity to participate in after-school sports activities. Related with the safety of the child we do not allow headscarves during gym classes.

There are some rules at the gym/physical classes:

Pupils wear a shirt, gym shorts and sneakers during gym class. We prefer a t-shirt and shorts. If the student does not wear gym appropriate clothing they cannot participating in the gym classes.

- Headscarves and jewellery are not worn during the lessons. These are removed before the start of the lesson in the appropriate safekeeping box. At the end of the lessons the students pick up their belongings from the box. Bracelets that cannot be removed for various reasons, have to be covered/tapes by yourself.
- If there are particular wishes regarding the gym class and the participation in it, you can direct these towards the teacher of the group.

Expression activities

Several times a year we hold a creative afternoon at our school. Students then become acquainted with all kinds of creative techniques. Our methods also offer processing tasks in the creative atmosphere such as creative expressions of language, handicraft assignments and dramatic expression. In addition the children also get lessons in certain techniques, in the field of handicrafts and drawing.

We teach the children how the tools are used;

- Which opportunities there are in working with clay;
- How you can create new colours with paint, etc.

Very important his that the children can express their creativity and that they are happy while doing so.

We use the services of the Centre of the Arts Eindhoven (CKE) several times a year.

Together with the teachers we are working on a series of music, dance, film, theatre etc. Museum visits are also on the program for a number of groups.

Technic

Our students grow up in a world full of technology. They play and live in it. Children are from from a young age interested in the whereabouts of the things around them. This motivation we use for the children to bring them into contact with aspects of science and science technology, which broadens and deepen their knowledge.

It is important to introduce pupils to the possibilities of science and science engineering them. We work with a learning line technique and usage is made of it in lesson boxes. The lessons are provided by a technical teacher.

Social competence

Social competence is about how children interact with each other and with themselves. They learn in this course how they can cooperate with other children, how they can stand up and argue for themselves and also to stand up for themselves. All these skills are important for children: These are the skills that are needed later in society.

The method 'Children and their social talents' is in line with the Social Competence Observation List, (the Scol.)

With the Scol we map the behaviour of the students in the year group and follow them in their progress. The Scol Questionnaires are completed twice a year by the teacher.

Gynzy Ipad

At primary school Karel de Grote, attention is paid to working with tablets.

We do not see tablets as a goal, but as a means to better shape and adapt our education to optimise the learning needs of your child. In the substructure (groups 1 to 3) educational Apps from Gynzy Kids and Prowise are used as an educational and fun addition towards its daily program. Subjects such as arithmetic, language and reading thus become playfully practiced.

From group 4 each student has his / her own Ipad with account for Gynzy Kids and News concept. Hereby the children can work together at school or at home. Because we value the (motor) writing skills of our students a lot, we don't choose to use the Ipad in all subjects. The Ipad are used for the courses Calculate, Reading comprehension and Spelling. For the teacher it will be easier to offer course material on its level that matches the level of your child. Automating sums and spelling rules becomes easier through the use of Gynzy Ipad. The extra processing of Gynzy Ipad is regularly used as a weekly task or homework in the superstructure groups.

Active citizenship

As a school we want to work on the formation of pupils to involved citizens. We want to promote active citizenship and social inclusion. The neighbourhood is populated by many different nationalities, meaning that there is a colourful neighbourhood. Children are part of this colourful whole. They meet people with maybe totally different habits and traditions. This makes society fascinating and complex at the same time. In order to function in this society there is a need for human solidarity, good ways (behaviour), social control, responsible actions, in short, citizenship behaviour. At school, the children usually come into contact with large groups of peers for the first time, with all the differences coming together.

Meaning that the school therefore is the place to be to teach the children how to deal with differences and to learn how to collaborate with others on a basis of equality. We are constantly busy at school regarding this subject, but also look outside the School walls. The International Children's Party is the annual Highlight. Parents of different Nationalities participate in the organization. The party gets more and more the character of a meeting and cooperation of people from different cultures.

The school also participates in the youth and safety working group. In this working group, among others, there is talked about the role the school can play in realizing a healthy and safe and tolerant climate in our neighbourhood. The school also offers space for after-school activities, the so-called KNAP activities. For a small allowance children can participate in various activities such as sports and games, cooking, drama, technique, etc. Each block is concluded with a presentation in which the parents and the school team are invited.

In this way, we have been working on Karel de Grote for years to give shape to active citizenship. In the future we will continue to look for more ways and possibilities to further expand this.

The compulsory teaching time

All children of the school have the same school times and are required to spend 940 hours annually at school. At our school, the children have more education time than at the average school: all children go to school 954 hours (three whole days more) each year.

In the lesson table on page 22 you can see how many hours a week we spend on the various courses.

These are averages that may vary slightly each school year.

Flow criteria group 1-2

According to the law, it is arranged in such a way that all pupils enrol in the inflow group between 1 October and 1 January birthday to a subsequent group. That can be group 1 or group 2 depending of the development of the child.

The teacher closely monitors the development and keeps the parents informed. In the end the school decides to which group the child is going.

In order to establish whether the development is on level, there is the Language for Pre-schoolers and Maths test for the children of group 2.

Certainly there are important other aspects such as:

- Social-emotional development.
- Independence
- Listening attitude, etc.
- Work attitude

In groups 1 and 2 we work with the KIJK registration system.

The teachers observe intensively. The observation data

will be discussed in conversations with parents about their child (ren).

On the basis of the KIJK registration you can see how a child develops and where extra challenge or support is needed.

Children, who were born between 1 October and 1 January, are called autumn pupils.

Hereby we look at children very well whether they can best go to group 2 or 3, because they may be less than two full school years in the kindergarten group. When children are not yet ready for group 3

(To see insufficient results or maturation, socially not yet reasonable, etc.) The teacher advises to leave the child in group two for another year. When it comes to the advice, we hope that you regard it in the interest of your child. If the teacher is very certain that a child will not be successful in group 3, we will discuss the child in the internal care consultation (IZO, consisting of teacher, IB and management) and all take considerations. Finally, the IZO makes a decision. This decision is a binding one.

When the teacher has concerns about the transition to the next group, it shall be discussed early in the conversation with you in February / March.

Lesson hours	1	2	3	4	5	6	7	8
<i>Reading/Language</i>	7.15	7.15	10.30	11.00	10.30	11.00	10.15	10.15
<i>Writing</i>	0.30	0.30	2:30	1:30	0:45	0.30	0.30	0.30
<i>Mathematics</i>	2.00	2.00	5.00	5.30	5.45	5.45	5.45	5.45
<i>English</i>							0.45	0.45
<i>World Orientation</i>	4.15	4.15	1.45	1.30	2.30	2.15	3.00	3.00
<i>Expression</i>	4.45	4.45	2.00	2.00	2.15	2.15	1.30	2.00
<i>Traffic</i>	0.15	0.15	0.30	0.30	0.30	0.30	0.30	
<i>Music</i>	0.30	0.30	0.30	0.30	0.30	0.30	0.30	0.30
<i>Physical exercise</i>	5.00	5.00	1.45	1.45	1.45	1.45	1.45	1.45

Religion/social emotional development	0.30	0.30	0.30	0.30	0.30	0.30	0.30	0.30
Breaks	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00

Tracking the development

We follow the daily work/progress of the children well. The teacher keeps tracking the development accurate in what the child does. In this way, the teachers can act immediately if it turns out that the child does not fully understand the subject matter. There are many key moments in the methods. All tests are taken and processed. After the processing, and sometimes after consultation with the IB, there has been a look at the future steps considering the progress of your child.

In addition to the method-related tests, each student is also followed through the pupil tracking system CITO. By taking down national tests a few times a year the development of every child regarding learning develops.

Personal development is also important to us: how is the child's development in the social-emotional field?

We closely follow the development of every child in this area. For this we use the testing 'the Scol', this is a program for socio-emotional development.

When there are problems in the cognitive or social-emotional field, we contact the parents. A generalist from Wij Eindhoven can also be alarmed or involved.

Special care

Suitable education

The SKPO is part of the "Tailored Education" within the framework of Fitting Education Partnership for Appropriate Education

PO Eindhoven (30.07). This partnership coordinates between Eindhoven, Best, Son and Breugel the cooperation of schools

For primary education, special primary education (SBO) and special education (SO). The law on appropriate education gives every school the assignment to let the education needs of every child to be a leading factor and to adapt the education towards these needs. Collaboration with other schools or other agencies is possible thereby used in a supportive role and offering perhaps extra opportunities.

You can find information on the website of the cooperation, www.po-eindhoven.nl appropriate education in our region and the affiliated school boards and schools.

If a pupil has an educational need that asks for a place within the special (basic) education, then a declaration of admissibility is required (TLV). The TLV is requested at the partnership. The coordinator tests the application procedurally. If satisfied the application criteria, the TLV is determined and then issued.

Before a TLV is issued, the school of that student has consulted with the parents. If school (and parents) decide to apply for a TLV, (or refer the child to another school), there is a conversation between the referring school, parents, the receiving school for special (primary) education and external experts. The purpose of this conversation is to determine together with each other the duration and the content of the admissibility declaration.

In the context of suitable education, the school has a duty of care for pupils with extra need for support. This means that the primary school where a child is registered is, the duty has to find a suitable place for education if school itself cannot adequately coordinate

on the support needs of the child.

All schools in the partnership have drawn up a school support profile.

The school support profile describes the support possibilities of our school. This profile serves as a basis for making a good assessment whether we can adequately join the (school) support needs of your child.

Behavior specialist

Since 2018 we have employed a behavioural specialist. She can be consulted with deviant/out of the normal behaviour and provide help.

School support profile Karel de Grote

Karel de Grote meets the basic arrangement of the education inspectorate. Besides Basic support the school provides physical medical support for students with limited physical mobility.

The school support profile of Karel de Grote is available at school and also to be read at our website.

Admission

Parents report/admission their child to the school at least 10 weeks before the start of the school year. After registration, the school has 6 weeks to decide on the admission of the pupil. This period can be extended once by 4 weeks. Has the board after 10 weeks have not made a decision? Then the student is entitled to temporary placement at the school until the school has found a good place. If parents do not agree with the admission decision of the school, they can appeal for support at a Education consultant. Educational consultants mediate free of charge between parents and the school. If that does not work, parents can go to the (temporary) national disputes committee for appropriate education.

Development perspective

For pupils who need extra support, the school offers a development perspective

This states which educational goals the student will be able to achieve. The school performs agreement with the parents about the development perspective.

Schools in secondary education also involve the pupils themselves. Furthermore, the school uses medical data, information about previously provided help and support and achieved learning outcomes. We look at the home situation and do additional observations if necessary.

Based on this information, the school sets the development perspective of the pupil. With the development perspective, the existing action plan expires.

Redoing the same class/group

Despite the fact that we try to fit the education as best as possible with each child and the extra efforts in the field of student care, it can sometimes be inevitable to have a pupil that has to take over/re-do a school year.

This always happens in consultation with the parents, but the final decision is at school. For the children who remain an extra year in the same group there will be a plan drawn.

If a child has not already flowed through before, the transfer to the next group will be with one special learning line. From group 6, an Education Perspective (OPP) will then be used. Our school has drawn up a transitional protocol that describes the steps we take. This protocol is available for inspection at school.

Skipping a group/class

If a child performs very well and the methods do not provide enough additional material, then there is the possibility to have this student, after consultation with the parents, skip a group. However, this is not only depending on the learning performance. It is certainly just as important as the consequences for the socio-emotional area to be properly assessed and, depending on that, to make the choice to do so.

VVE

VVE means early childhood education. The municipality of Eindhoven and the SKPO would like to see that all children, who need extra language between 2 ½ years and 6 years (the so-called target group children) also get this extra language offer. The pre-school (Korein) and the early school (de kindergarten group of primary school Karel de Grote) need to work closely together. They do this inside Spil Genderdal.

For example, Korein works with Peuterplein and at primary school with Kleuterplein, two methods that very closely match. Within these methods all development areas (language, arithmetic, motor skills, etc.) is maximally being stimulated. We also use both the observation and the registration method KIJK.

We also work with an annual plan, which includes joint themes, consultation forms, transfer of pupils, working methods and agreements are being recorded. Every year we make an annual plan together between VVE and a policy plan VV Spil Genderdal. These plans can both be consulted at school.

The students in group 8 are working on their last primary school year. During that school year, the parents and their children choose a school for further education.

At the beginning of the school year we organize an information evening with regard to the realization of the school advice and the application procedure for secondary education.

To make a school choice that is as responsible as possible, students from group 8 participate to the NIO and the Final test for primary education.

The NIO is a capacity study that is administered in group 8. From this research, where fore parents need to give their permission, an image is obtained of the capacities of each individual student. The final test is a national and regional standardized test. This result of the test plays, together with the school advice an important role for admission to a specific school and school type of secondary education.

School advice

We give the pupils and their parents a school recommendation that is based on the school career of the pupil on Karel de Grote. The results of the Cito tests, method-related tests, studies, observations and findings from the school are in a supportive way.

The Results of the work

In group 7 the pupils receive a pre-recommendation. Between the pre-advice and the final advice parents have the opportunity to exchange thoughts with the group teacher and the management about the pre-advice.

In the period November-January pupils from group 8 visit with the whole group and also individually a number of secondary schools.

Later in the school year, parents and pupils receive the final school advice. The school advice is binding. This is provided in writing on a standard form.

When the pupils of group 8 are registered at secondary school, the teacher ensures that the pupil data ends up at the secondary schools. This data will be drawn up in an educational report.

Schools in secondary education base their decisions on that advice and on a further consultation with the primary school. The result of the final test must be seen as an extra item with that decision. In the vast majority of cases the test confirms what parents, children and teachers of the primary school already thought. Sometimes the test gives another result, if so there is a conversation with the teacher. It is possible that the school has the advice reconsidered if the result on the final test is higher than expected. This of course in consultation with the student and parents involved.

Values SKPO

As special education we want to be guided by our values; development, individuality, responsibility and connection. These are guiding for our actions and we want them transferred to our students. SKPO wants to make a meaningful contribution to this better world and the future of our students.

How do we do it?

CONFIDENCE IN PEOPLE, INVESTING IN LEADERSHIP AND DIALOGUE

Education is made by people. People who work with or for the students and professionally do their job. This requires attention for each other and it requires cooperation. Space and trust in this is conditional and the basis for quality. The ambition is clear and everyone has a responsibility and their own contribution in this.

At school level, the director is the key here. From our vision with the team we provide children what is necessary. This requires a lot from a director. We realize that the management function at a school is fascinating and at the same time a demanding job. We therefore give permanent attention to the support and professionalization of the management. We also invest in the training of future managers. All managers within SKPO have the SKPO training for supervisor. Currently this is being given in cooperation with the Centre for training (CNA): the leadership academy. The program trains you from start or at the level of professionally school leader. This also meets the requirements of the school leaders register.

The management teams are supported by staff from the staff office on issues surrounding their education, staff and their professional development. They can choose guidance received from the SKPO management coach. In addition, there are various formal, and within the organization informal networks in which management supports each other, whether or not together with the staff. Because there is much being expected of a director, we find it important that a director is looking for cooperation and doesn't want to do everything alone.

Strong participation rights

For SKPO, co-determination means working together with a critically cooperative partner! In

connecting with each other and working together from each other's responsibility and individuality towards development. We ensure that the quality of our organization: people, structure, culture and processes are in order. We have a quality system and measure our results. However, there is so much more that gets our attention. For us, quality is a radiant child who has visible pleasure in learning!

QUALITY INDICATORS

In consultation with management, GMR and Supervisory Board quality indicators are recorded that are derived from our ambitions in the field of pupils, personnel, partnership and organization. This makes that the school development is viewed from an integral note.

The 15 quality indicators are:

Pupil: education for the future

1. The cognitive end-results and the intermediate yields of pupils in the disciplines reading comprehension, technical reading, spelling and mathematics.
2. The socio-emotional development of pupils which indicate self-confidence and the well-being of the students.
3. The attention for broad development, such as talent development and designing and researched learning in the school.
4. The pupil number of the school: the interim outflow in the relevant school year and the market share of the school in the neighbourhood.
5. The number of pupils who are at a higher or lower level after three years of secondary education than the advice in group 8.
6. The social safety experience of pupils.
7. Personnel: craftsmanship in motion
8. Average absenteeism and the frequency of sick leave of the staff at the schools.
9. The satisfaction of the staff.
10. The attention to professional development of the staff.
11. The functioning of the school director.
12. Partnership: together we can do more
13. The satisfaction of parents.
14. Parent involvement, such as participation and educational partnership.
15. Partner satisfaction (such as SPIL partners).

Results of primary school Karel de Grote.

Every year, Karel de Grote can once again be proud of the educational results. Already for the eleventh year in row, we score above average with comparable schools and we can therefore proudly say that our school belongs to one of the best performing schools in Eindhoven. The results are due to the efforts of our team members and are also an incentive for the team to ensure that we continue to maintain our good quality in the future.

We mention the scores of the past years:

- 2017: 533.8
529.2 = norm
- 2018: 537.9
529.9 = norm
- 2019: 534,3
530 = norm

Outflow to secondary education

Below you can see which form of education the students from group 8 have flowed out to:

2016-2017:

VMBO basis/beroeps: 5
VMBO basis/kader: 0
VMBO kader: 1
VMBO kader/t: 2
VMBO theoretisch: 2
VMBO t/HAVO: 2
HAVO: 1
HAVO/VWO: 2
VWO: 1

2017-2018:

VMBO basis/beroeps: 1
VMBO basis/kader: 0
VMBO kader: 0
VMBO kader/t: 0
VMBO theoretisch: 0
VMBO t/HAVO: 5
HAVO: 1
HAVO/VWO: 1

2018-2019:

VMBO basis/beroeps: 4
VMBO basis/kader: 0
VMBO kader: 2
VMBO kader/t: 5
VMBO theoretisch: 3
VMBO t/HAVO: 3
HAVO: 5
HAVO/VWO: 5
VWO: 1

Tests

Children come to school to learn, in many ways and also in different ways with and from each other. We offer children the opportunity to do so at school. We also want to know if our work leads to results. In the kindergarten groups much is observed and the observation data is recorded in the

Viewing registration system (KIJK). In this way we can follow the development process of the toddlers.

In addition, some tests from the CITO will also be used for pre-schoolers/Toddlers, both in group 1 and in group 2 from the student tracking system. (Calculation for toddlers and Language for toddlers)

In the groups 3 to 8 the method-related tests play an important role in determining whether education is sufficiently geared to the development of every child.

In addition to the method-linked tests, we use the CITO student tracking system in these groups.

This method independent tests mainly relate to technical and reading comprehension, spelling, vocabulary, math and study skills.

These nationally standardized tests are administered twice a year in the groups 3 to 8 and give an objective picture of the development of each individual child.

Test results help us to identify certain problems and to tackle them. Parents get the most recent test results in the Cito student tracking system at the same time as the report/grade list.

Written report / reports

The parents of our pre-schoolers are informed at least twice a year about the development and the functioning of their child based on the data from the Kijkregistratie.

The children of group 1 and 2 receive a report twice (January / February, June / July).

Regarding the first and second reports, all parents are invited for an interview.

Children, who are in the interim process, receive an intake report.

As a trial this year all parents are invited for an interview in October, together with their child. The children of groups 3 up to 8 receive a report twice a year based on the results achieved on the tests and daily work in the group.

The report contains an overview with the most recent test results of your child.

Following the first and second report, all parents are invited to attend a 15-minutes talk. After the results of the third report, parents are invited for this talk (if necessary) In the groups 7 and 8 parents and children receive a (pre) consultation, which concerns the choice of the secondary education after group 8.

In the interest of the child we urge divorced parents to talk together and come together, so we know for sure that both parents receive exactly the same information!!

Parents therefore receive an invitation for one joint 15 minute talk.

We also use the 'Divorce' protocol from this school year.

Inspection visits.

Once every four years the inspection visits all schools during a very extensive two-day period visit. In 2016 it was our turn. The inspector was very satisfied with all developments, which gave us the exceptional qualification 'good'. Also is our primary school during this inspection visit, nominated as Excellent Primary School, something we are very proud of.

We received the very good reviews on items such as: results and revenues, care in the school, staff, parent and child satisfaction, teaching, planning, quality assurance and so on. Of course we are very proud of these great results. You can read the extensive report on the website of the National Inspectorate of Basic Education.

Administration policy

The assumption is made by the management. Children who are four years old are allowed to go to school. When a child is five years, it is compulsory. Only on the day (and after but certainly not before) that a child turns four, we are allowed to formally register as a student and receive at school.

- A child may of course be registered earlier! It is very important for the school to know in advance how many children will visit the school that year.
- We always have a transfer from the pre-school or previous school and examine whether we can meet up to the educational needs of the child. If necessary, there will be a large consultation that takes place with all those involved. If we did not see any opportunities for placement the continuation will be discussed.
- New pupils are given the opportunity to meet with the group and the teacher.

For the toddlers there is the possibility to participate in about five half-days well in advance to run in the new group. Children who start after the summer holidays are invited for the flow-through on the last Thursday of the school year.

In addition, the group teacher also comes to home visit.

Our school from the previous school receives a educational report from pupils who join in the interim school This report includes data regarding school receivables, behaviour and possibly other details. Before a student is finally registered the previous school is contacted.

More information can be found in the SOP (school support profile) of the school.

Pottytraining

We assume that your child is potty trained and therefore independently capable to go to the toilet before enlisting/going to school

Do you please want to teach the child as much as possible to do by itself?(whipping by themselves, remove and dress again, washing hands, etc.)?

Do you want to indicate at the registration whether the child still pees or pees in his / her pants? If that is the case, we always refer you to a doctor or the Pipo-poli in the Maxima Medical Centre. If necessary we make individual appointments with you, when there are problems. Within the Spilcentrum we discuss the potty-train skills of the child.

School subjected pupils.

Children are welcome at our school when they are four years old. If they are three years and ten months old, they may or may not come to school consecutively for a maximum of five half-days in order to get one adjusted a little to education.

A child is obliged to attend school at the latest on the first day of the new month after the fifth birthday.

Prevention school absence

If your child can not visit the school/ is absent, this must be notified to the school on time by telephone or in writing. Telephonic notifications of illness (040-2512628) to be notified before 8.25 am! We will contact you by telephone if your child is not in school and we have not heard anything from you. We do this to prevent that something happens to your child on the way to school, without you and us to be informed its whereabouts.

Does your child need to leave the school during school hours?, Such as a doctor's appointment, Then the child/pupil will only receive permission to do so if we have a written approval from you to do so.

Leave arrangement.

Leave must always be requested in writing from the management board well in advance.

The most common question is leave for special cases.

The management can grant leave once a year.

Leave for extra holidays is not possible during the first two weeks of a school year. The law wants to prevent children from starting the school year and miss the education that the rest of the group receives.

If you want extra leave, you must first apply for it at school.

The management decides on requests for leave due to the parents' profession and also about it applications due to certain circumstances such as death in the immediate family, anniversaries of family and close family, contagious diseases in the family and a marriage of a family member.

When the number of days of leave exceeds the allowed maximum for a pupil, the attendance officer will decide whether to do so.

The school attendance officer will always contact the school. The management board that grants unlawfully leave is criminally liable.

Education for long-term sick children

It can sometimes happen that a child is ill for a long time or is hospitalized for a longer period of time. If the child is not too ill, the child can continue their educational program. There are special teachers who contact school and then in consultation with the group teacher give lessons to the sick child.

School drop off

In the morning at 8.25 am the first bell rings, children (and possible parents) can enter from that moment. We would like to start the lessons in class at 8.30 am. Please don't send your child too early to school but also definitely not too late. Children will be noted/registered, when they arrive 3 times late; the next day they must report/be present extra early to the teacher. The management is entitled to report frequently to the school attendance officer, who can even impose to pay a fine for it. Of course we hope to prevent such matters together with you!!

School times and holidays

School times

On Monday, Tuesday, Thursday and Friday the school times are between:

8:30 am -14: 45 pm (break from 12.00 to 12.45)

On Wednesday:

8: 30- 12:30

The first bell starts in the morning 5 minutes before the lesson starts, so at 8:25 am. The students then have to go/ are allowed inside. At the substructure (group 1, 2 and 3) the parents are allowed to come to

the classroom with their child. The lessons starts at the second bell. Parents must then leave the classroom.

From a quarter past eight in the morning there is supervision on the school playground.

We use the following agreements regarding the collection of toddlers:

- The gate will be locked at 8.45 am and opened at 2.30 pm.
- The preschool children are at a permanent place on the square at 2.45 pm with the teacher. The parents come to pick up their child personally and report this to the teacher. Then the child may go home

- If you want your child to go home with someone else, please report this to the teacher up front.
- If you want to speak to the teacher or the teacher wishes to speak with you, then please wait until all children are picked up/collected. You can also make an appointment to speak to the teacher.

Holidays

The holiday is proposed by the education council Eindhoven and by our board for all primary schools uniformly adopted.

You will find the holiday schedule of this year at the back of the school guide and on the website. You will also receive a school calendar which notifies every holiday etc.

Continues schedule

We have a continuous schedule at school. This is arranged as following:

The parents and teachers assist during lunch and outdoor playing in groups 1 to 8.

The in-between staying at school during lunch is free of costs.

Parents that help and volunteer to supervise receive a reimbursement of € 2.50 each time.

The fee is paid twice a year in VVV tickets.

Eating and drinking on Karel de Grote

As a team we have the following agreements regarding the food and drinks at school:

Daily:

10.00: Small break: fruit or vegetables

12.00: the children take (healthy!) bread and possibly vegetables, fruit or raisins. No candy or cake.

The children eat their bread first, before they can eat something else. Food that they cannot finish will be put back in the lunch boxes again, so that you can see at home whether your child has or hasn't finished and what they have eaten.

For all children applies that carbonated drinks and energy drinks are not allowed.

Tips for parents:

Discuss at home with your child how many sandwiches it will get/eat. Perhaps you can arrange the lunchbox together. Also discuss what you put on your child's bread.

This prevents the children from getting things on their bread that they do not like.

If children are difficult eaters at home, talk to the teacher about how this can be approached at school (and possibly also at home)

Giving a lot food/bread with them to school because she does not eat enough at home is not a good solution. Also teachers can make arrangements with parents about eating at school.

There is also the possibility of treating your child's eating behaviour with employees of Wij-Eindhoven. They hold office hours every Wednesday from 8.30 am to 9.30 am at school.

Treats

A treat is a bonus when celebrating a festive moment, such as a birthday. In front of young children a treat sometimes becomes a whole meal. That is why it is important that the treat is not too big and does not contain too many calories! We find at school that a birthday or a party is a special moment that is not daily and that it should therefore be possible to give the

children a treat. We have experienced that the treats are getting bigger every year and that some parents are trying to compete with each other. To prevent this, we have made guidelines for the treats. We assume that you also comply with these agreements. If this is not the case, **we are forced to return the treat!** The appointment is as following: Your child can hand out one treat **one thing**. The teacher gets **the same** as the children. The children of the groups 1 up to 4 can go visit the teachers and management who do not have a group at the moment so that they can also congratulate the birthday boy or girl. The children of group 5 and further up may visit them during the break or after school.

Tip 1: Consult with the teacher then you know for sure that it's okay.

Tip 2: Choose a treat that is as healthy as possible. There are too many young children today to be suffering from overweight. These children may experience many adverse consequences later in life.

Tip 3: Make sure the treat is packed and kept hygienic. (www.voedingscentrum.nl)

Tip 4: It is always fun to make something festive. You can do that with very little effort. At the food centre you can go for great tips (www.voedingscentrum.nl) and www.partykids.nl

Tip 5: A treat does not always have to be candy or something to eat. A (packed) small toy is also a festive treat.

WELCOME:

Fruit (always a good idea)

Raisins

A candy

Slice of cake

One mini candy bar

Water ice cream

Small bag of chips or popcorn

DO NOT treat:

Lollipops

Bags of candy

Large candy bars

Other types of ice than water ice

Big bags of chips or popcorn

Scheme in the absence of teachers.

When a teacher is absent due to illness, study leave or for another reason isn't present, there is replacement provided.

The starting point here is that the education for the children can be given as optimally as possible.

We always want to leave intact the organization of the school as much as possible. Sometimes we cannot find a substitute. In that case, we split up the group and divide the children to other groups.

In the extreme case, it is decided to release the group of school. We inform the parents always a day in advance by letter and request them to keep their child a day at home if this is not possible, the school will take care of a possibility. We never send the children home unannounced.

You will understand that the school is committed to prevent lesson loss as much as it can.

SKPO organization

The board (qualified authority) of the school

Karel de Grote falls under the management of the Catholic and Protestant Christian Education Foundation Eindhoven and surroundings. (S.K.P.O.)

The administration of the school board is located in Eindhoven, Vonderweg 12 5616 RM Eindhoven. At every school of the S.K.P.O. a Vademecum is available. This contains all data concerning the foundation including its organization. They are accessible to everyone. A part of the data can be found on the internet, at the homepage of the S.K.P.O. (www.skpo.nl).

The Participation Council (MR) at every school.

Every school has a participation council in which parents and staff discuss all important matters of the school. Important decisions of the management board can only be taken after the approval of this board, Such as the school plan, the school guide, the care plan, the code of conduct, all rules and all regulations and appointments in the area of safety and health.

In other decisions, the management must ask the board for advice, such as the regarding's of spending the funds that the school receives, the participations in educational experiments, the division of tasks at school, the holiday arrangement, the admission policy, and so on.

The council works in accordance with a set of rules that are available for inspection at school. The meetings are public and the reports are available for inspection by everyone.

The director is present in an advisory capacity and conducts the discussions with the competent authority.

Cooperation with the parents

The Joint Participation Council (GMR)

All matters that are of common interest for the 36 schools that fall under the management of the SKPO, are discussed in the Joint Participation Council (GMR). Every Participation Council appoints a member (parent or teacher) to take part in this GMR, which consists of a total amount of 36 people. These meetings are also public and insight is given towards the reports. Information is also available on the internet at : www.skpo.nl there you will find all the agendas, reports, names, addresses etc.

The code of conduct, the safety protocol and the child abuse reporting code.

We refer to the appendices for both the codes of conduct and the safety protocol. Of all levels within the school, management, teachers, pupils, non-teaching staff, KNAP employees, relatives and trainees are expected to adhere to the established rules. If we have a suspicion that a child is in school is victim of child abuse or domestic violence, we act as described in the reporting code of the protocol 'Child abuse'. This is described on the website of the SKPO.

Cooperation with parents.

Parents trust their most precious possession towards school: their child. For that reason alone, it is logical that they have an important place in the education.

We see the parents as partners. When their child enters the school, the parents must take abandon a part of their parenting task.

It is self-evident that the parents may be present in school.

We attach great importance to good contact with all parents and are happy to keep in touch with them. You can make an appointment at all times with your child's teacher or with the management. The board members can be found on the school square every day before school and can be approached by parents at all times .

You can approach teachers before or after school for an appointment. This is possible, of course during the lesson hours it is not possible to do so.

Parents and class parents

A parent council is also connected to our school. This parent council is important for our school. All parents of pupils registered at our school can become members of our parents' council. They think and help with and within the organization about matters such as Halloween, the Christmas celebration, Carnival, the International Children's Party, school trips, and the coffee entrance. The parent council consists of one or more class parents per group. They help the teacher with finding parental assistance and other practical group related matters. More information about this can be received at the teachers or at the management/director Silvi Habets.

Voluntary parental contribution.

For organizing festive activities, but also for the annual school trip and the school camp in group 8, of course, money is needed. The government pays only the costs necessary for the teaching task, building maintenance, furniture etc.

That is why the parents' council asks a contribution from all parents. We expect all parents to make the contribution pay, because otherwise a number of activities cannot go through for your child. This contribution is entirely used for the children and is managed by the parents' council and the MR. We try to keep this amount as low as possible. You will receive a letter at the beginning of the school year which states how much the parental contribution is and how much the school trip of that school year is and how you can pay the contribution. Children of parents who do not pay the contribution, unfortunately cannot go along with the school trip.

Suspension and removal of a student.

The school board has an "admission and removal" scheme for all primary schools pupils".

This regulation is in the vademecum of the competent authority, chapter 2.5.1. This vademecum is present on the website and for all parents to see. (www.skpo.nl)

We have used this schedule/guideline as the starting point for our school arrangement.

Suspension and removal of a student is an exceptional measure. We as a school will make every effort to ensure that this measure does not have to be applied. We therefore always expect cooperation from the parents / guardians.

If a child's behaviour is so serious, or if there is a breach of trust between the school and the parents, this arrangement will have to be used.

All-important data must be recorded in writing. Along with the interests of everyone involved (the child, the teacher, the parents / guardians, the other pupils) These must be considered carefully. At Karel de Grote we know the following suspensions:

- short suspension or long suspension
- suspension pending to final removal
- final removal

Short suspension

This happens in certain circumstances in which it is necessary to immediately remove a student for a short period of time. The management may suspend a student for a maximum of three school days on behalf of the competent authority. The management of the school immediately informs the parents of the child and then confirms

the suspension in writing to the parents.

The management of the school then brings the competent authority, the inspectorate and the attendance officer awareness of the suspension.

At the end of the suspension, the parents have a conversation with the management in which agreements can be made and in which it is checked whether the student is admitted again to school.

Long suspension

The long suspension is applied if there are serious doubts at school whether the child can be maintained at school. The long suspension can take up to seven school days. The procedure is the same as with the short suspension.

Suspension awaiting final removal.

During this suspension, parents, inspectorate, competent authority and possibly also the youth care/child care are informed about the removal. The school must have another suitable school found within eight weeks for the pupil. During this suspension, the school must provide education (though this does not have to happen in the group where the child is currently placed)

Final removal.

This means that the child is no longer allowed to come to school and cleared from the school administration. To this end is decided :

- In the case of very serious behavioural problems that can no longer be treated by the school
- In the event of a seriously disturbed relationship of trust between the school and the parents / carers
- During vocal or physical violence of the parent / caretaker to the employees of the school or threat to do so.

The management of the school must always inform the parents in writing. The parents can submit a written request to the school board within six weeks to review the decision requesting the removal. The school board must answer within four weeks.

The school board must also try to enlist the pupil at another school within eight weeks. If this fails, the child can be removed without having to be enlisted to another primary school. The inspectorate and the attendance officer will then be informed of this.

Complaints procedure

Complaints procedure internally.

Although the school does its utmost to leave the organization to everyone's satisfaction there may be cases where children and / or parents want clarification or have objections to it. The following procedure has been drawn up for this:

- In case of problems, the group teacher is the first one responsible. Make an appointment with the teacher and explain the problem. In most cases the problem can be solved with the teacher. It may be that the teacher proposes to you that the management is involved at the meeting.
- If you have discussed the problem with the group teacher, but you think that your problem is insufficiently recognized, you can contact the management. They will appoint a meeting towards discussing a meeting.
- It is also being agreed with you on how the group teacher is involved in the interview.

- There may be such a serious problem that it is not possible to discuss this first with the group teacher. If you believe that such a thing occurs, you can immediately make an appointment with the management.

In addition to the abovementioned possibilities, the school has two confidential counsellors. First names and addresses are listed at the back of the school guide.

A confidential advisor acts as a point of contact for signals and complaints that cannot be solved according to the regular procedure. The confidential adviser is aware of the complaints procedure and will show the complainant the way.

In the case of serious complaints, reference is made to the confidential advisor of the SKPO. The counsellor is not a referee between the parties. The counsellor is through its Board appointed after nomination by the Participation Council and has a duty of confidentiality.

Complaints regulation external.

As of the 1st of August 1998, our competent authority, the SKPO, has a complaint procedure. You can get insight of this arrangement at school.

If a complaint occurs that is not (in mutual consultation between parents, staff and management) to be solved due to the nature of the complaint, or if handling of the complaint hasn't taken place in satisfactory ways, one can appeal to the statutory complaints procedure. Parents / carers, and staff members can file a complaint. This complaint can relate on behaviour and decisions of the competent authority and staff of the school or failure to act towards that. The following are personnel: management, teachers, caretaker, trainees, and class assistants and volunteers.

Complaints can also concern, for example, the application of punitive measures, assessment of pupils, sexual harassment, discriminatory behaviour, aggression, violence and bullying.

A confidential adviser has also been appointed to the board of the SKPO to receive the complaint. The confidential adviser may suggest that the complainant submit the complaint to the complaints committee, submit the complaint to the competent authority, or file a declaration at the police / justice.

Regulations for unwanted intimacies.

Unfortunately, it happens that students, teachers and parents become victims of unwanted intimacies. People are often ashamed of it (wrongly) and do not know what to do.

Talking, and giving out signals about it is easier if you know that the person you're telling it to is handling this safe and with confidence.

The SKPO board has tried to cover all this with great care. We therefore have one regulation for unwanted intimacies. These regulations govern how we operate within the SKPO deal with a complaint or signal that something is wrong. The rules are mainly intended to provide protection to any victims and provide guarantees for a correct and especially trustful treatment. The regulation is also intended to provide protection towards the persons who are charged. They too are entitled to a correct and trustworthy person treatment.

The regulations give a description of what can be qualified as an unwelcome intimacy understand:

Acts, behaviours and / or statements that are within or in connection with the educational situation and by the person to whom they are addressed - or in the case of a minor pupil also concerns the parents / guardians of this pupil - as undesirable, unilateral and / or compulsive sexually tinted attention. Undesirable are at least repetitive pawing, persistent remarks, jokes or gestures and repeated approach attempts.

The SKPO is affiliated with the National Complaints Committee.

The address is: PO Box 82324, 2508 EH The Hague.

Phone: 070-3925508

Here you can also request the regulations.

If, in your opinion, there are situations in which sexual harassment occurs that you feel is not correct and you want to report this, you can contact the confidential adviser or the Complaints Committee. You can of course also contact the management of the school or the teacher of your child and possibly also approach the competent authority about this.

All these people can help and advise you further. The regulations indicate how this happens and offers guarantees for proper treatment. We promise you that we will make every effort to ensure that our school is the safe place such as it should/must be.

Youth Health Care (GGD)

Our school works together with the Youth Health Care team of the GGD. This team consists of a youth doctor, youth nurse, assistant, psychologist and a prevention officer. We explain briefly what this team is and can mean for parents, caretakers and pupils.

Answers to questions

Is my child developing well? Where does that physical complaint come from? Is this behaviour normal? For these kinds of questions, you and your son or daughter can contact the Youth Health Care team.

They give an advice and look together with you if further research is needed.

More info on the website: www.jgzopschool.nl

Contact moments

During the primary school period, all pupils in groups 2 and 7 enter in contact with the staff of the Youth Health Care team. They look at the physical, psychological and social development of your child. Think of growth, motor skills, lifestyle, speech and language, but also school absenteeism and behaviour. You can be present at every contact moment.

The GGD:

- The GGD helps schools with projects on, for example, overweight, stimulants, bullying and sexuality.
- Employees of the GGD check whether the school is clean and safe and give advice on this.
- They provide information meetings and courses for parents, schools and children.

You can find reliable and up-to-date information on growing up and upbringing on the website www.informatiediehelpt.nl

The information is developed by the Opvoeden.nl Foundation in collaboration with scientists and experts from practice and has been tested by parents.

Vaccinations

In the year that your child turns 9, he or she gets the last two vaccinations against DTP (Diphtheria, Tetanus and Polio) and BMR (Mumps, Measles and Red Dogs). Girls of 12 years also get the vaccination against HPV (cervical cancer). The GGD sends invitations for this and vaccinates at a number of central locations in the region.

You can also call the GGD Brabant-Zuid Oost via: 088 0031 414 on Monday to Friday from 8.30 am to 5 pm.

Head lice

At our school there are a number of parents who check all children for head lice after every holiday. Should your child find nits or head lice, you will be personally informed (parents are discrete about this) by the teacher, who arranges this and we ask you to take immediate action. The rest of the class gets a note to make sure that parents are extra alert.

Practical arrangements

School insurance

The school board has taken out the following insurance policies:

- General liability
- Management liability
- School accident insurance (pupils, support parents and staff)
- Continuous travel insurance (camp, school trip, excursions) for pupils, support parents and staff.
- School events insurance
- Extensive fire inventory insurance.

The premium for school accident, travel and event insurance (1 Euro per pupil) is paid by the parents' council.

The fire-inventory insurance is paid by the school. The other costs are directly incurred paid by the board. The school cannot be held liable for lost items or damage for example, glasses, clothes, etc.

Income support by the municipality.

The municipality of Eindhoven offers people who have to live on a minimum income the following fees:

- Special assistance for the parental contribution for the Peuterspeelzaal.
- A reimbursement of 120 Euro per child for reimbursement of school costs.
- A one-time compensation of 600 Euro for the purchase of a computer or related items.
- A contribution towards the costs of childcare.
- A reimbursement of 110 Euro per family member for recreational activities.

For more information, please contact: Income support desk: telephone: 040-2385898

Information provision

We would like to keep the parents / guardians informed about the events at school. This happens in different ways:

- All parents receive a school calendar at the beginning of the school year. On this calendar all important dates are mentioned.
- Every two weeks we issue a newsletter for the parents / caretakers.
- We give the children a letter for important events.
- Parents receive information about their child's performance and development three times a year. This is done by giving the report.
- If it is necessary for parents / carers to be informed individually about their child, we invite them for a conversation. For example, if children are eligible for an action treatment plan, then parents are always informed.
- Since 2019 we have a special school-app. In the app you can find a lot of current information, you can ask for a leave of absence for your child, you can tell the school that your child is ill and so on.
- Karel de Grote is also on Facebook. Type our school name and you find pictures and current information.

Speaking teachers and management.

If parents want to have a conversation with the teacher of their child or with the management, it is always possible. Naturally, the teachers are not to speak during the lessons. Because there are often after school meetings or courses, we advise you to always make an appointment for a meeting. If you want to speak to the management you can make an appointment with them.

Educational resources.

All teaching materials (books, workbooks, exercise books, folders, etc.) that your child needs at school are made available free of charge. When children damage or lose certain educational materials these must be reimbursed by the parents. We constantly remind the children that they have to handle things/belongings correctly; we hope that the parents support us in this by asking the children the same.

Traffic safety.

We want to make the area around the school as safe as possible for the children, which is why we have rules concerned with the fetching and bringing of the children and also regarding coming by bike;

- Bring children to school as much as possible on foot or by bike.
- Not on the sidewalk, but on the street cycling.
- Do not cycle on the schoolyard.
- Do not park on the sidewalk, but in the appointed parking boxes/space.
- Extra alert when it rains. We see that car traffic is increasing rapidly around the school. Is it still busy at the school, do not block the road, but please drive a little way further with the car. Getting a bit wet really doesn't hurt!!

School care

A number of pupils from our school use the childcare.

The after-school care is offered both before and after school, during study days and in school vacations offers a fixed shelter for primary school children. For further information we refer you to the child care of Korein.

Dogs are forbidden

At our school (both inside and outside on the schoolyard) dogs are prohibited, this in connection with the safety of the children.

Advertising and sponsorship

Rules and guidelines have been established for fundraising for our school. These rules and guidelines guarantee the independence of our school.

Offering material with or without brand name at school is no problem, provided the school remains independent and provided that the offered is compatible with the pedagogical and educational expert vision of the school.

School video interaction guidance

School video interaction counselling (svib) is one of the guidance methods that the school uses to tailor education to the pupils as well as possible. It will be at our school means mainly used to support teachers in their educational duties. The methodology is used both for questions about pupil care and for questions about educational innovation. To the school are some specialized school-video interaction supervisors connected, whom make video recordings in the classroom and then talk to the teacher. Just like others Supervision officers, the SVIB-er employs a professional code, which states that

the recorded recordings are not used for other purposes. This way the video images remain under the management of the SVIB-er and are not without its explicit permission and that of the teacher, involved/shown/shared to others. If this method is used for specific guidance questions from and for one or more pupils, then parents / caretakers are informed and asked for their permission.

Suitable/fitting education

Suitable education has started from the 2014-2015 school year. Suitable education has the aim to let as many pupils as possible follow regular education. That is how they are best prepared for a following-up training and they can participate as well as possible in society. Special education will not/doesn't disappear. Children who really need it, can still receive special education. Since the law was entered/implied, schools since then have a duty of care. That means that schools are being held responsible for providing every child with a good place for education. To be able to provide all children a good educational place, the regular and special schools partner together. The schools that are involved in the partnership have made agreements about support for pupils and their funding's.

From the 1st August 2015, parents report their child to the school of their choice and the school has the task of providing the child with a suitable place for education. The school where a child is registered is required to first see if the child can receive extra support in the classroom. The school support profile forms the starting point for this point of view. If the school itself cannot provide suitable education, there will be looked at another regular school within its partnership that is able/can to offer the right support or a place in the (secondary) special Education for the pupil.

Admission

Parents report/register their child to the school of their choice at least 10 weeks before the start of the school year. After registration, the school has 6 weeks to decide on the admission of the pupil. This period can be extended once by 4 weeks. Has the board after 10 weeks still not made a decision? Then the student is entitled to temporary placement at the school of registration until the school has found a good/substitute place. If parents do not agree with the admission decision of the school, they can appeal to support by a education consultant. Educational consultants are mediate free of charge and mediate between parents and the school. If that does not work, parents can go to the (temporary) national disputes committee for appropriate education.



Basisschool Karel de Grote
Mendelssohnlaan 217, 5653 BB Eindhoven 040-2512628
www.bskareldegrote.nl s.habets@skpo.nl

Holiday schedule 2019/2020

Below is an overview with all holidays and free days upcoming school year.

We would like to point out that you book your own holidays during these periods. There will be no leave granted for holidays.

Summer holidays	08-07-2019 until 18-08-2019
Autumn holidays	03-10-2019 until 18-10-2019
Christmas holidays	23-12-2019 until 03-01-2020
Spring break	24-02-2020 until 06-03-2020
May holidays	27-04-2020 until 08-05-2020
Ascension	20-05-2020 until 22-05-2020
Summer holidays	09-07-2020 until 23-08-2020

Days off:

Friday	20-12-2019	free at 12 o'clock
Monday	03-02-2020	free at 12 o'clock
Friday	21-02-2020	free at 12 o'clock
Monday	13-04-2020	Easter free
Monday	01-06-2020	free
Tuesday	02-06-2020	free

Each family receives an annual calendar with all the days off and activities listed on there.

Names and addresses:

Primary school Karel de Grote

Mendelssohnlaan 217
5653 BB Eindhoven
Tel: 251 26 28

School board:

Foundation Catholic and Protestant - Christian Education Eindhoven e.o. (SKPO)
Vonderweg 12
5616 RM Eindhoven
Tel: 259 53 20

Inspection of education

info@owinsp.nl
www.onderwijsinspectie.nl
Tel: 088-669 60 60

Municipality of Eindhoven, compulsory education department

Stadhuisplein 10
5611 EM Eindhoven
Tel: 040-238 28 47



Basisschool Karel de Grote
Mendelssohnlaan 217, 5653 BB Eindhoven 040-2512628
www.bskareldegrote.nl s.habets@skpo.nl

GGD

Clausplein 10, 5611 XP Eindhoven
Tel: 088-0031100
School nurse Mrs. Barbara Klitsie,
Tel. 088-0031418
Department of youth health care
administration (resisting appointments)
Tel: 088-0031414

Participation Council (MR)

Teachers: Emile Desar, Berry van Gerwen, Madeleine Ladan
Parents:
Advisor: Silvi Habets.

GMR

Member on behalf of Karel de Grote: Berry van Gerwen

Parent Council (OR) / Class Parents

Chairman: Mrs. S. Habets

External counsellor.

Human Capital Care
Tel: 040-2066900
Mrs. J. Heijmen
0402 515353

Confidential counsellor of our school

Mrs. D. Zeilstra
Tel.: 040-2522902
e-mail: dickyzeilstra@gmail.com



Contact person WIJ Eindhoven

Michel Meulenbroeks E-mail: michelmeulenbroeks@wijeindhoven.nl Michel works every working day, except the Friday afternoons in the odd weeks. His tel. is 06-11719552.
Diana Oorbeek (06 50612212) E-mail: dianaoorbeek@wijeindhoven.nl Working days: Tuesday, Wednesday, Thursday and Friday

Korein Kinderplein (BSO, childcare and playgroup)

Mendelssohnlaan 217
5653 BB Eindhoven
Tel.: 040-251 01 16



Basisschool Karel de Grote
Mendelssohnlaan 217, 5653 BB Eindhoven 040-2512628
www.bskareldegrote.nl s.habets@skpo.nl