



SCHOOLGUIDE



INHOUDSOPGAVE

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1

WELCOME

Salto International School (SIS) started in January 2019 as a unique school concept, with multilingualism and cultural diversity as central themes. Our school offers a bilingual hybrid curriculum where 50% is taught in Dutch and 50% in English.

SIS is an IGBO school according to the established standards of the Ministry of Education, Culture and Science. The conditions for enrollment in an IGBO school determined by the Ministry of Education, Culture and Science are as follows:

Children can enroll if they:

- a. Have a foreign nationality and at least one of the student's parents or caretakers is working in the Netherlands or in the border region of the Netherlands for a fixed period, or
- b. Have Dutch nationality and have been following education abroad for more than two years, or
- c. Have Dutch nationality and the parents/caretakers can prove through an employer's declaration that they will move abroad within two years for at least two years and the student will move with them.

In addition to the above described conditions, there is also the condition that the parents/caretakers of the student expect to stay in the Netherlands for a minimum of three years, but temporarily. When a family is unable to state how long that period will be, the temporary nature of their stay in the Netherlands must be certain.

The school is open to children from the age of 4 and accessible to children of all nationalities, faiths, and cultures, based on equality.

Our two international IGBO departments, RISE and I-St@rt, fall under SALTO school de Reigerlaan. The I-St@rt location is in the Meerhoven district and shares the school building with SALTO school de Startbaan. The RISE location is in the Tongelre district.





2

PROFILE

2.1. Part of SALTO

Our school is a SALTO school. All SALTO schools share the SALTO DNA. This means that we think in terms of possibilities, we are ambitious, proactive, and flexible and continue to seek to connect with our environment. We are continually on the move, showing courage and decisiveness. We know the direction we want to take; we understand our social responsibilities and we take them seriously. Meanwhile, we remain critical, especially of ourselves.

The starting point for all SALTO schools is that the educational and pedagogical basis is in order. A well-founded learning and development climate at SALTO is built on a solid basic quality which is never questioned, regardless of a school's identity or educational method. When we look at the children of our schools, we see above all their talents! We help children to discover and develop their strengths, in a safe learning environment, with appropriate didactics and with attention to a healthy lifestyle. Together with the parents, we feel responsible for the development of the child.

We work based on our shared core values:



Accessibility



Talent



Future-oriented

These values are the basis for learning for life! #SALTO

2.2. Our philosophy

Through our bilingual curriculum, we guide our students in their development to become world citizens. Striving to develop their talents, our students will make a sustainable contribution to the future, and they will be optimally prepared for both further education in the Netherlands or elsewhere in the world.



Be Yourself

To be able to be yourself, it is important to feel safe. And when an environment is new to you, it is important to feel welcome. It helps to connect with people and the world around you. Salto International School is a place where you can be proud of your origins and your mother tongue and where you are encouraged to be curious about a new language and your surroundings. The different backgrounds of families and their children enrich our school with knowledge and experiences, and we can learn from each other. Within our core values there is room for individuality. We encourage the children and each other to learn for life. Developing talent is central to this.

Be International

Within our classes, there are differences in ages, levels, developments, and backgrounds. We use these differences within our school to learn more from and about each other, other cultures, and countries to help our children become successful and empathetic global citizens. We teach in English approximately 50% of the time. The International Primary Curriculum (IPC) encourages an inquisitive attitude that helps children to acquire knowledge and understanding and make connections. Besides language, the inquisitive learning attitude will also make it easier for our children to adapt to other education systems in the world and develop national and international perspectives.

Be Dutch

For many children and their parents, the Netherlands is new. Getting to know a new country and its customs usually takes some time getting used to. To feel at home and get settled in the Netherlands, the Dutch language is an important factor. Our educational programme helps children to develop the Dutch language skills they need to integrate into society and to move on to Dutch secondary education. Dutch is the language of instruction for approximately 50% of the time. We promote integration by involving them in their surroundings and giving learning more meaning. We aim to cooperate with a Dutch school and/or agencies to make sure we connect with cultural and social activities, so that Dutch citizenship plays a prominent role in addition to language.

2.3. Core values

We work on the basis of the personal and international goals of the IPC. These personal goals are our core values and are reflected in our daily teaching:

- Thinker
- Adaptable
- Resilient
- Communicator
- Ethical
- Collaborator
- Respectful
- Empathetic



2.4. Management and staff

School management

Head of SALTO International School RISE : Krista Sijbers
Early years (1-2) coordinator : Charlotte Johnson-Naus
Upper years (3-8) coordinator : Anke Derks
Head of Inclusion : Marja van Veenendaal & Olga Stoffels

	English teacher	Dutch teacher
Group 1a	Beatriz Garcia de La Sen	Yvonne Timmermans
Group 1b	Aroa Coello Garcia	Frederieke Janssen
Group 1c	Alexis Agnew	Linda Staal
Group 2a	Monique van de Laar	Vera Risseeuw
Group 2b	Monique van de Laar	Vera Risseeuw
Group 3a	Christin Sterley	Diana Vosters
Group 3b	Christin Sterley Sandra Keen	Sandra Keen
Group 4a	Soné Serfontein	Mirjam Brave
Group 4b	Soné Serfontein	Anne Linde Vervelde
Group 5	Niamh Broderick	Imke Bakkers
Group 5/6	Niamh Broderick	Jozanneke Elstgeest- Panken
Group 6	Çiler Akyuz	Marcha Kleijkers
Group 7	Nicole Pontuti	Pim ten Brücke
Group 7/8	Nicole Pontuti	Tamara Mehl
DAL (Dutch support) and language class		Yvon Vereyken Marcha Kleijkers Nicole Bagaya (group 1-2)
EAL (English support)		Mareike de Vries
Work pressure release teacher		Esther Schepe Pim ten Brücke
Cover teacher I-St@rt & RISE		Melek Kileci
Educational assistants		Luciana Soccoro Elbert Haverkort Reeta Balakrishnan Karin Reker

	English teacher	Dutch teacher
Admissions officer	Marie Zimmermann	
Financial administration	Marijke de Rooij	
Concierge	Joel McGill	
PE teachers	Lynn Leuverink Floris Riewald	

2.5. Current population

RISE: At SALTO International School RISE we have over 298 students in 13 groups with an average student count of 22,9 per classroom (30.6.2023). Approximately 51% of the children are boys and 49% are girls. Our students have over 30 different cultural backgrounds with 35 different languages spoken at home. We handle a maximum classroom size of 26 students per group.



OUR EDUCATION

3.1. IEYC and IPC

The International Early Years Curriculum (IEYC) and the International Primary Curriculum (IPC) are curriculums that are used in a variety of countries around the world with an international emphasis. The IEYC/IPC offers global learning opportunities, facilitating interactions between pupils and staff. The purpose of the IEYC/IPC is, through a combination of educational, personal and international learning, to create and maintain a passion for learning. Children will develop many diverse skills they will need in order to face tomorrow's world.

Our education is aimed at promoting active citizenship and social integration and knowing and getting to know different backgrounds and cultures of peers. Our educational offerings are also tailored to the different learning needs of students.

Within IEYC/IPC, pupils develop interpersonal skills such as how people interact, how they solve problems and how they give meaning and purpose to their existence. Our education:

- assumes in part that pupils grow up in a pluralistic society;
- is also aimed at promoting active citizenship and social integration;
- is also aimed at ensuring that pupils have knowledge of and become acquainted with the different backgrounds and cultures of their peers.

Children learn from a number of IEYC/IPC units, of which there are more than 130 available. Each unit is carefully chosen to meet the needs and learning goals of our school community. The units have a theme that is important for children in today's world. Children learn from the subject areas through the topic in such a way that their learning is meaningful to them. Units have recommended activities linked to learning goals, but the design of the program encourages workers to be innovative and to concentrate on the needs of our children. The acquisition of skills is a very significant part of the IEYC/IPC; SIS IEYC/IPC learning activities have been designed to develop these essential lifelong skills for our children.

Interaction is a core value within each IEYC/IPC unit.

Through our curriculum, we give our children the opportunity to:

- identify and have a sense of belonging in their own culture;
- be Dutch, be international and be yourself;
- respect international culture and values;
- be mindful of the richness of commonalities and celebrate them;
- respect and have empathy for other people, their thoughts and their opinions;
- have strong interpersonal skills

The IPC/IEYC has a clear emphasis on a skills-based approach to preparing all children for the fast-changing world in which they will be living.

IPC encourages an inquisitive attitude that helps children to acquire knowledge and understanding and make connections. Besides language, the inquisitive learning attitude will also make it easier for our children to adapt to other education systems in the world and develop national and international perspectives. Therefore, we are teaching the IPC in both Dutch and English.

- IPC supplements inquiry-based primary learning and is shown in most of the lessons.
- The curriculum covers the following subjects: Art, design and technology, Geography, History, Music, Science, health and wellbeing, ICT and computing.
- The curriculum is build up in units; a unit is a theme-based program including all the subjects mentioned above.

At SIS, we promote active and cooperative learning. Learning is central to everything we do. Not only is our staff team responsible for ensuring that our children learn and grow, but we also empower our children to take responsibility for their own learning. Parents also have an important part to play. We ensure that at the start of a unit, parents are aware about what their children will learn. Work is celebrated and shared with parents and the school community during the year.



3.2. Early years

Our Early Years classrooms consist of group transition/1 and group 2 children. Our learning environments are set up to encourage learning through play. Children learn through play and interaction. Sorting, matching, classifying and sequencing contribute to a child's emerging math as well as literacy skills. Rolling playdough and doing puzzles help children strengthen and improve the coordination of the small muscles in their hands and fingers. This muscle strength is needed to control writing tools such as crayons, pencils and brushes. In the Early Years classroom, we also have a big focus on social emotional development. Skills like independence and appropriate social interactions are practiced through day-to-day activities. Techniques are taught to help children guide their emotions during conflict.

In group 2 the emphasis will shift to introducing the basic concepts of print, phonics and phonological awareness to build literacy skills. The awareness and discrimination of sounds (phonemes), sound-symbol relation and segmenting words become the focus. This will organically grow into blending sounds, creating and reading CVC (consonant-vowel-consonant) words, and phonetic writing. The children's math development will continue to be challenged by gradually increasing the intensity of the expectations and the materials offered.

Though the spoken language in our classrooms is split 50/50 between English and Dutch, reading and writing is offered only in English. Our goal is to create a solid and strong base for reading by allowing the child to master a beginning reading level in one language first, before adding another language (Dutch) in group 3.

In group transition/1 there is a strong focus on developing foundational skills to support reading and writing readiness. Children will work on hand strengthening, hand-eye coordination, crossing the midline: skills needed to become writing ready. This generally is a period of emerging literacy. We always follow the development of a child and adjust our academic offering accordingly despite their age or the group they are in.

3.3. Upper Years

Our Upper Years classrooms consist of group 3 until group 8. All of our groups maintain a 50/50 split between the Dutch and English languages. In the mornings, we mainly work with the students on language and math. We try to make these lessons as meaningful and language-oriented as possible by linking our language goals to the IPC theme we are working on at the time. During the day, we also regularly make a link to the personal goals of IPC to help students gain insight into their own personal development and goals. In the afternoons, our students are broadening their general knowledge through IPC. We work during IPC lessons around different subject areas such as science, biology, geography, history, etc. We have reserved 5-8 hours per week for IPC.

Dutch

The Dutch language curriculum is structured into the following areas:

- Vocabulary
- Verbal expression of language skills
- (Comprehending) reading
- Spelling of words and verbs
- Writing
- Sentence structure/ sentence decomposition
- Language concepts

These areas contain from learning outcomes from both the English- and Dutch syllabus. In the Dutch curriculum we are using a variety of teaching methods and resources/instruments to organize our education ideally within our hybrid- and bilingual organization.

English

Children receive daily English literacy lesson on English days. These lessons consist of several parts throughout the day including; daily 5, phonics, grammar, Power of Reading.

The Power of Reading is about teaching Literacy through using high quality books and creative teaching approaches such as art and drama. This approach aims to engage and motivate children in their literacy learning and also enables children to deepen their understanding of texts and provides a meaningful context for writing. Weekly, students are offered between 10 and 15 hours of language.

Math

Math at RISE is taught in both Dutch and English. In our curriculum we have merged the Dutch learning outcomes* Kerndoelen with the UK National Curriculum to ensure all students achieve the Math goals at the end of each year group. Our Dutch- and English teachers are working closely together to maintain a collective understanding of the curriculum and the progress of the students. We are teaching Math for 5 hours per week, where we implement routines to encourage a balanced learning with digital-, play- and movement-based and paper instruments. This to ideally organize our education within our Math bilingual curriculum.

* Website that redirects to the Dutch national learning outcomes for Math Tussendoelen rekenen-wiskunde voor het primair onderwijs - SLO

Monday	Tuesday	Wednesday	Thursday	Friday	Personal goals: Thinker Adaptable Resilient Communicator Ethical Collaborator Respectful Empathetic
Circle time/group talk					
Subject: Mathematics and English or Dutch Language Reading, language, spelling, reading comprehension					
Fruit and break					
Subject: Mathematics and English or Dutch Language Reading, language, spelling, reading comprehension					
Lunchbreak			Lunchbreak		
IPC			IPC		

3.4. Assessment

Assessment plays a significant role in the SIS learning process and falls into one of two categories: assessment for learning and assessment of learning. Assessment for learning is a learning process which takes place daily within the classroom and is used to determine the next steps on the route. Assessment of learning is a summative method used to assess the success of pupils and monitor development. Children will be assessed in both Dutch and English. To monitor development within English, we use Pira.

For Dutch, we are currently in a process towards a new Dutch student monitoring system. We are considering IEP or Cito. We expect to make a choice during this school year and will keep parents updated on the decision. We use the knowledge of student monitoring systems along with other assessments to monitor and track the children as they progress. There will be several parent-teacher meetings throughout the year. At the beginning of the school year, a first meeting takes place. At these meetings, in addition to the parents and teachers, the students of groups 5 to 8 are present. The aim of this meeting is to

get to know each other and discuss social-emotional well-being.

Our parent-teacher meetings are meant to discuss your child's overall development. We highly value the contact between parents and teachers. The teacher of your child is the first contact person if you have questions or concerns.

3.5. School advice secondary schools

During the information evening at the start of the school year, group 7 and 8 parents/guardians are informed about the transition from Primary education (PO) to Secondary education (VO). The different levels of secondary education are discussed and explained, as can be seen in the diagram below. Also, the basis/motivation of the advice and the timetable of the new school year are discussed.

We follow four milestones when it comes to setting up our secondary school advice:

1. After the first report of group 7 we already try to give you an initial indication of which type of secondary education would best meet the needs of your child. We will give you a practical, broad or theoretical indication. That is helpful in order to start visiting open days and information evenings for middle schools in the area.
2. First official advice, also called preliminary advice, near the end of Group 7
3. Preliminary Advice might be discussed when necessary, during the getting to know you meeting in September/October group 8
4. Final advice February/March group 8

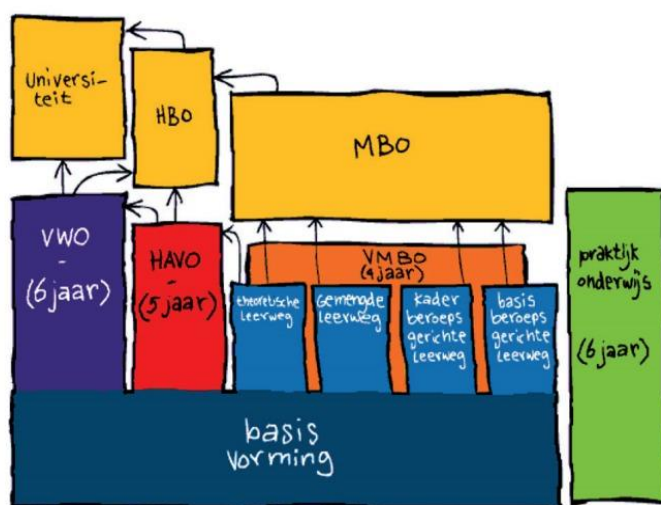
Formation of our final advice

The final advice is established by the teacher and the head of inclusion after the test round in December/January. The final advice is based on child characteristics, test data, and classroom observations and teachers information of the previous years. Parents in group 7 receive more detailed information via our transfer document on the exact timeline and procedure. At SALTO International School we don't work with an end test in group 8. We use the data as described above.

Transfer to secondary schools 2022-2023

Location RISE

VO school	advice	number
Sondervick College	VMBO KB/TL	1
	VWO	1
Stedelijk College	VMBO KB/TL	1
	HAVO	2
	VWO	1



3.6. Quality of education

Our school is constantly developing. Where necessary, we adapt and continue to improve our education. In order to monitor our school's development, we use our own quality cycle.

In our school plan, related to the SALTO strategy policy, we focus on long term goals for 4 years. In our year plans we zoom in on the yearly school developments.

In the past year, the focus of school development has been on writing the bilingual language curriculum, numeracy targets and multilingualism. The cross-school working group on the language curriculum completed the curriculum handbook and drafted a working method for team members to work with. Since this school year, the curriculum manual has been in use, and the focus is shifting from what, to how we teach. Multilingualism has been a central goal for all team members, there has been a lot of in-service training and knowledge sharing among team members, enabling us to move together towards better integrated language teaching in our school. Besides setting the curriculum, tracking students has also been a goal last year. We now have standardised tests for both English and Dutch that allow us to monitor children's development. For the Dutch test, we are in the process of choosing a new tool.

After focusing on developing the curriculum, the next step in the school's development is to look at the pedagogical and didactic approach at school. Also, the school is in a development where it is moving from the pilot phase to a more mature phase. To make the school organisation more effective, the organisational structure is being evaluated, the consultation structure is being looked at, expert teams are being set up and we are renewing the way we inform parents about their child's development.

The annual plans for the coming school year are connected to our school vision of Be Yourself Be International, Be Dutch. Below you find the goals for the coming year.



Be Yourself

We are improving our pedagogical approach by implementing Fides, a tool how to look at behaviour and how we interact with each other. This will be connected to the eight personal goals of the IPC to make sure our students learn about themselves in a structured manner.



Be International

With our bilingual curriculum in place, the next step is to look at our way of teaching in class. The goal for this year is to connect our didactic approach for both languages in a shared teaching approach.



Be Dutch

Th goal is to restructure our organisation in a way that fits the size of the school. This will include the quality cycle of care, reporting to parents and changing the way we work on school development.

3.7. Educational needs & inclusion (Passend onderwijs)

All special and regular elementary schools from Eindhoven, Best and Son & Breugel are part of the partnership Eindhoven e.o. (samenwerkingsverband), see www.po-eindhoven.nl. The joint task is to offer education to all children from these areas in the most suitable place for them. Preferably as close to home as possible. If you register your child at the school, we will investigate whether our school is the most suitable educational place for your child. We do this by talking to you about the characteristics and needs of your child. We also request information from the daycare center or from the current school where your child attends.

From the moment your child attends school, we are responsible for ensuring that the education we provide matches the educational needs of your child as closely as possible. We do this on the basis of a basic support system. Some children however, may need more support. For our School Support Profile (SOP): see our website.

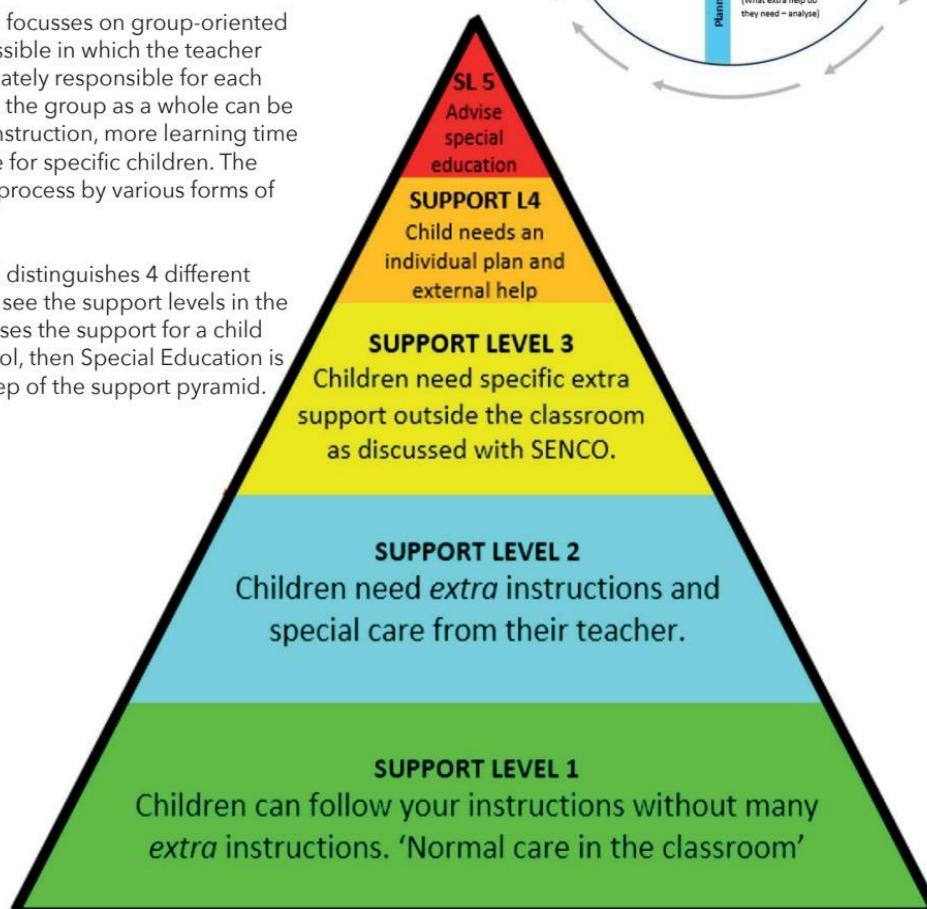
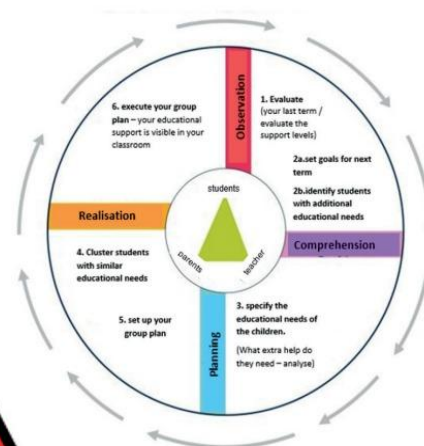
Salto International School focusses on group-oriented education as much as possible in which the teacher has a key role and is ultimately responsible for each student. The education to the group as a whole can be intensified by extended instruction, more learning time and extra processing time for specific children. The teacher is assisted in this process by various forms of support.

Salto International School distinguishes 4 different types of support, you can see the support levels in the picture below. In some cases the support for a child can't be given in the school, then Special Education is advised. This is the last step of the support pyramid.

Support level 1: Basic support: effective education

Professional and effective education is provided to the group as a whole.

Our teachers use effective instruction principles, good class management and provide targeted feedback to children. The teacher follows each student through observations and tests. The teacher is responsible for support and communication with parents.



Support level 2: intensifying support in classroom

Children who need more support in the classroom than the basic support are given extra instruction and support by their teacher. Besides the basic instruction, these children will receive extra instruction and practice time or more challenging work within the classroom. This extra support is given by the teacher in small instruction/ support groups and/or small circle times inside their own classroom. The teacher is responsible for the content of the support, the provision of the support and of the communication about the support with parents. The content of this extra support is noted in the teachers' groupplan.

Support level 3: deployment of specific interventions (can be outside the classroom)

If the extra instruction or the challenge in the classroom does not have enough result, specific extra interventions are needed. These children will then follow, individually or in small groups, a targeted program, supported by several 'in house' specialists (such as our NT2 or EAL specialist). This extra support can range from subject support like language or maths to social-emotional support. Sometimes external partners can also assist us at this level, like for example a speech therapist. If necessary, school will also start an IEP, individual education plan. The teacher is responsible for communications with parents about the given support.

Support level 4: 'Heavy duty' support (from external organizations)

If all efforts from level 1 to 3 have not been sufficient, an external expert will be consulted. Parents and the Head of Inclusion (Hol) are always involved. The support that needs to be provided at school can then be discussed through a consultation meeting and incorporated in the groupplan, or in a personal development perspective (OPP).

Support level 5: Own educational plan, referral to special education

Sometimes the school may not be able to meet the educational needs of a child. In this case we enter into a discussion with the caregivers/parents. Together with you, we investigate which school would better suit your child. In doing so, we not only look at special (primary) schools, but also at the possibilities of other elementary school. During the search for the most appropriate school, we can ask advice from external parties such as the SALTO expert service or the coordinator of suitable education of SALTO (Passend onderwijs). If a child transfers to a school for special (basic) education, a fixed procedure is followed. All the steps necessary for this are discussed with you, so that the transition to the special school goes as smoothly as possible

Overview transfer to special educational needs facilities

	RISE
2019-2020	0
2020-2021	1 (SO) 1 (SBO)
2021-2022	0
2022-2023	1 (SO)



3.8. EAL and DAL: English as an additional language, Dutch as an additional language

Our DAL and EAL teams support our students in developing their English and/or Dutch skills. All children from group 4 upwards who do not speak Dutch will participate in a special Dutch language class two mornings a week. Students in group 1-3 will have support in small groups during the day. For English support, the class teacher will highlight the students who they feel need extra support and inform the EAL teacher of the students' support needs. The EAL/DAL teacher will evaluate the needs of the child and plan a course of action.

From group 3 upwards, the EAL team works on developing reading and writing skills, with a focus on reading fluency and comprehensive tools. In writing, our goal is to practice good sentence construction, develop vocabulary and practice spelling and grammatical rules.

DAL looks at supporting newcomers to the Netherlands by intensive language classes and support in small groups, giving them extra support in developing their Dutch language skills. The focus is to develop Dutch vocabulary, sounds and spelling, reading and comprehension and thereby enabling communication skills. The DAL classes and groups have emphasis on immersing students into Dutch language and culture.

Our EAL and DAL team is committed to helping students from different walks of life, valuing and celebrating language and cultural diversity in order to build up a culturally responsive learning environment to encourage a positive attitude to learn new languages.

3.9. Materials and methods

Our teachers create their own materials and lesson programs based on our SIS Curriculum handbook. Our curriculum handbook summarizes all the goals per year group and serves as a handbook for our teachers. The Dutch and English curriculum goals are merged and linked to our IEYC/IPC planning.

In our curriculum we are using a variety of teaching methods, routines and resources to organize our bilingual education.

School will provide all materials such as books, workbooks, pens etc. All digital devices will be provided by school as well. We have digital schoolboards and iPads in each class and starting from group 4 all students have their own Chromebook.

Examples of methods, materials and routines used:

- IEYC/IPC Fieldwork
- Gynzy
- Power of Reading
- Pandora books
- Twinkl
- Reading eggs
- Veilig Leren Lezen
- Mondeling Nederlands Nieuw
- Horen, Zien en Schrijven
- Junior Einstein
- Nieuwsbegrip

4

PARENTS

Communication between parents and school is key. For all official news we send an email to all parents. For news from the individual groups and less-informational news and updated we use the school app. We arrange coffee mornings for parents to engage with school and other parents on a regular basis. We also offer Dutch courses for parents.

4.1. Communication

In school we have several forms of communication:

- Teachers will send emails via their outlook school account
- Via our school app Parro we send weekly news and short general updates
- Via our school app Parro and or Seesaw teachers send classroom related content, parent support requests and pictures of activities

4.2. Parent-teacher association

The PTA of the Salto International School is representing parents and teachers from both RISE and I-St@rt. This is a legally mandatory entity that all schools must have.

The PTA consist of 3 parents and 2 teachers from each location, in order to represent all parties involved in making the schools such a great place for both students and staff.

The PTA serves a double role. On the one hand they are the direct representation of the students and their parents. This means that they put great efforts to create the best school environment possible together with the school staff. They help set holiday schedules, are involved in school information streams and help the school allocate resources.

On the other hand, the PTA is a direct partner of the school. This means that they have advisory and or consent rights on policies, approve financial- and personnel plans and help the school management

determine the directions into the future with regards to curriculum and programs.

This part of our PTA's role is largely determined by Dutch law, but we work closely with management of the schools as well as the larger SALTO organization to make sure that we have a solid vision for the future.

Contact via email:
saltointernationalschool.mr@gmail.com

4.3. Complaint procedure

Together, you as a parent and we as a school, want to do the best for the children. But what exactly is the best for your child and in what way do we achieve it? Sometimes there can be a difference of opinion. When there is a difference of opinion, we engage in conversation.

Having conversations and finding a solution is not always easy. The conversations require an effort from parents and from the school. The most important thing is that: we listen to each other, are open to each other's opinion, we remain calm and communicate clearly.

Despite efforts, a difference of opinion can sometimes grow into greater dissatisfaction or a complaint. If so, further steps are necessary. Below you will find a description of the steps.

Support at school

In and around the school there are people who can help you to take the right steps if you are dissatisfied or if you have concerns. These are:

- the internal confidential advisor/person of trust: a listening ear at school for parents and children, thinking along and giving advice to solve the problem;
- the external confidential advisor/person of trust: for advice and assistance to parents and staff members in the case of (sexually) transgressive behavior and violations of the law;
- the participation council: if parents and staff members have questions or comments about school policy and the school organization;



- a mediator: is deployed via the chairperson of the Executive Board if the conflict means that normal communication between the two parties is no longer possible.

You can't work it out together, now what?

Still can't work it out at school after several conversations? If you have a conflict about abuse of power, malpractice or transgressive behavior, you can file a complaint with the Board of Trustees. You send an e-mail or a letter to SALTO or you leave a message via the button compliments/complaints' on the SALTO website. Your mail or message is received by the chairman of the board. Based on your message, the chairman of the Executive Board will decide who and how your complaint will be dealt with.

If the conflict still persists, after having several discussions with the school or with the school board, you can file a complaint with the independent national complaints commission. Of course we hope that together we will never let it come to that.

Contact information:

Internal person of trust / Interne vertrouwenspersoon

The internal persons of trust for RISE are:

Marja van Veenendaal and Olga Stoffels

Contact information:

Marja.vanveenendaal@salto-eindhoven.nl
Olga.stoffels@salto-eindhoven.nl

SALTO is affiliated with www.vertrouwenswerk.nl.

The external persons of trust work for vertrouwenswerk. If you contact them, the SALTO board will be notified of the contact.

External person of trust / Externe vertrouwenspersonen
Salto

- Annelies de Waal
(06-33646887, anneliesdewaal@vertrouwenswerk.nl)
- Roy Ploegmakers
(06-48088774, royploegmakers@vertrouwenswerk.nl)

The schoolboard

SALTO

t.a.v. de voorzitter college van bestuur
Odysseuslaan 2
5631JM Eindhoven
E: ivp@salto-eindhoven.nl
T: 040-2606710

The national complaints commission and the disputes commission on appropriate education

Zwarte Woud 2
Postbus 85191
3508 AD Utrecht
T: 030 2809590
W: www.onderwijsgeschillen.nl

5

PRACTICAL INFORMATION

5.1. School calendar

School holidays

October 4	Teacher training day
October 16 - October 20	Autumn break
December 6	Teacher training day
December 25 - January 5	Christmas break
February 12 - February 16	Carnival break
March 29	Teacher training day
April 1	Easter
April 22 - May 3	May break
May 9 and 10	Ascension Day
May 13	Teacher training day
May 20	Pentecost
June 10 - June 14	SALTO Teacher training week
July 5	Start Summer break

5.2. School timings

Monday, Tuesday, Thursday, Friday: 8.30 AM - 2.30 PM
Wednesdays: 8.30 AM - 12.30 PM
The doors will be opened at 8:20AM so the students can already enter the school premises and sit down in their classrooms. The lessons begin at 8.30 AM. Lateness will be noted down in the student's individual school records.

5.3. Sick leave

If a child is sick and therefore cannot attend school, their absence must be reported on the school app before school starts.

5.4. Substitute teachers

In case of illness or absence due to other matters such as training or special leave of a teacher we will work with a substitute teacher. Currently there are hardly any substitutes available both within SALTO and in the rest

of the Netherlands. Of course, we try to avoid sending students home as much as possible. We always aim for creative solutions within our own school organization; think of the deployment of teaching assistants or support teachers. Because of these arrangements it is possible that we have to switch a teaching day in English or Dutch.

5.5. Drop-off and pick-up

Groups 1-2: All classrooms are next to the small playground. Parents can guide their children on the playground where the group teachers will wait outside to help guide the children inside.

Groups 3-8: Children from group 3-8 enter the school by themselves via the main entrance. The classroom teachers will be waiting for the children in the classrooms.

At the end of the day the classroom teacher accompanies the children outside.

5.6. Clothing

Children need to come to school in appropriate clothing for the weather and activities they will be participating in. We will play outside in all weathers, so children need to have appropriate clothing for cold and wet days as well as appropriate protection for sunny days. Children will take part in daily messy play activities and physical activities so suitable dresses e.g. sensible footwear and clothes which can get dirty must be provided.

Groups 1-2: We ask for all young children to bring spare clothes (including underwear and socks) every day in their bag. We also ask for all children to bring rain boots and gym shoes to be kept in school. All items need to be labelled with your child's name.

Groups 3-8: On gym days suitable gym wear including gym shoes needs to be brought to school in a separate gym bag to make sure they are able to change clothes afterwards.



5.7. Lunch and healthy school

We have a continuous schedule, which means children stay at school for the whole school day. The children bring their own fruit snack, lunch and drinks from home. Around 10 AM we have a fruit snack time. We ask parents to provide fruit or vegetables and a drink. Around 12 AM we have lunch: we are an official Healthy School because we stimulate healthy eating habits, we ask you to only provide healthy lunch options. We don't have any heating or cooling facilities for the student's lunches, so lunches need to be prepared accordingly. For young children portions need to be kept small. When eating time is over and the food is not finished, the teacher will give the rest back home.

5.8. Medication, allergies etc.

Parents need to inform school about medical details such as allergies or medical conditions in the admissions process and supply any necessary information so we can act accordingly in case of an emergency.

If medication needs to be taken at school, this needs to be communicated with the classroom teacher. Parents need to fill a form about the use of medication in school.

If the medical condition of a student changes after admission, please update school as soon as possible.

5.9. Birthday celebrations

Birthdays are celebrated in each group with classroom specific celebratory activities. After the celebration, the child may come to the principal's office to pick out a special gift. We ask for no treats and/or gifts to be passed out on birthdays.

5.10. After school care / Before school care (BSO/VSO)

Our school closely works together with Korein. Korein offers a wide range of services on school premises, e.g. after school care from 12.30/14.30 to 18.30 PM (BSO) and before school care from 7.30 AM (VSO). For more information Korein | RISE Eindhoven

5.11. School fees and payment details

We ask a registration fee of € 50 per family, only after this fee is paid the admissions process will continue. The school fee is € 400 per student per year. The school fees enable us to hire specialist teachers with a higher language proficiency level, to execute our intense language policies, to organize excursions and to use the international primary curriculum. Parents receive an invoice twice a year for half the yearly amount.

5.12. Transport excursions/ field trips

Over the course of the school year in relation to group and IPC topic we plan a number of field trips and excursions per group. Parents will be informed through the group teacher beforehand, also if additional parental support such as driving, or guidance will be needed. There might be additional costs for transportation involved.

5.13. Extra leave

To request extra leave days outside the scheduled school breaks for up to a maximum of 10 days, a leave of absence form can be requested with the Head of School. The Head of School will then consider the request and consult the compulsory education officer (leerplicht) when needed. The leave request needs to be submitted 6 weeks before the leave date.

In order to qualify for the extra leave at least one of the below criteria must be fulfilled:

- a) in 'weighty' circumstances, such as marriage, serious illness, funeral, etc. of (close) relatives;
- b) for extra holiday leave: a job of a specific nature of one of the parents, which doesn't allow holidays during the school holidays (e.g. farmer, catering staff, etc.). When parents can prove that they cannot go on holiday together in any school holiday and depend on the income they earn together during the school holiday period, they can apply for extra holiday leave for a maximum of 1x per school year and for a maximum of 10 school days. Any subsequent holidays (e.g. winter sports) are not eligible for this. The necessity for this must be demonstrated by a statement from the management of the company concerned. Extra holiday leave in the first 2 weeks of the school year will not be granted.

When parents take their child out of school without an approved leave of absence, this is considered unlawful school absenteeism. The school is obliged to report this to the Office for Compulsory Education and/or to the school attendance officer of the municipality, who will take the case further into consideration. Parents run the risk of a fine and/or an official report because they will have violated the Compulsory Education Act.

5.14. Facilities (per school)

5.14.1. Library

The library is located in the central hallway of the building. Children can borrow books from the library to take home. We are currently working to expand the library with more English and home language books.

5.14.2. Gym

Gym lessons will take place twice a week. Once by our gym teacher and once by the classroom teacher. Group 3 and up will use the bigger gym facilities of the nearby schools. For group 3 and 4 there is a bus to take the group to the gym location. Group 5 and upwards will walk to the gym facility. Group 1-2 will use the small indoor gym.

5.14.3. Extra-curricular/after school activities

In our school building we have several external partners who organize extra-curricular activities after school, we offer different programs each term for example;

- dance lessons

- language classes
- Mad science
- Chess club
- gym program
- musical star class

Via Parro we will inform you about the planning, availability and sign up procedures. The program may differ per term.

5.15. Photos and video's

When you registered your child, you indicated on the registration form whether you give permission for the school to take and/or distribute photos or videos. Once per year you get a message to review your preferences on Parro. When you want to change your preferences during the school year, please inform us about it by sending a message to admissions.international@salto-eindhoven.nl. If the school has posted photos or videos of your child that you do not agree with, report this to the Head of School.

Some parents/caretakers do not give permission for the taking or distribution of photos or videos in which their child can be seen. We therefore ask parents/caretakers not to take photos or videos of other children's school activities.

If we have photos or videos taken at other times, we will inform you and ask your permission if necessary.

5.16. School photographer

Every school year a school photographer will take a group photo per class as well as individual pictures. Parents are able to buy these photos.

5.17. Celebrations and events

At SALTO International School we celebrate the most important Dutch traditions as part of our 'Be Dutch' philosophy. We also pay attention to diverse cultural festivities from over the world and will celebrate sometimes certain cultural events.

Annual events on our calendar:

- children's book week
- Sinterklaas
- Christmas
- Carnaval
- April Fools day
- Kingsday
- Sportsday
- ART route or summer festival



6

SAFETY IN SCHOOL

6.1. Anti bullying program

SALTO International School has a behavior policy per location. These documents describe how we treat each other in a respectful and correct way. It also describes advice and guidelines to guide students who exhibit unwanted behavior. SALTO International School "where you can be yourself, be international and be Dutch", has a clear vision of education that will support each child to engage successfully in lifelong learning and develop their individual qualities and learning dispositions through the Personal Goals of the IPC. We use the differences within our school to learn about other cultures and let our children become successful and empathetic global citizens. School has to be a safe haven for all people in the classroom and beyond. We promote a positive culture to develop the wellbeing of every child. In joining the school, families commit to supporting us in implementing our behaviour policy and in promoting the values of our school community.

6.2. Social safety

All schools are required by law to monitor the social safety of the child(ren). At our school we do this by having the students of group 6, 7 and 8 fill out a questionnaire once a year.

At SIS we use a student wellbeing questionnaire to monitor students' social safety perceptions. This will be evaluated in the current school year. Every two years we also ask parents to complete a questionnaire. We analyze these results and use the input to adjust our policy.

More information and protocols on the topics listed below can be found in the Appendix.

- Internet and Social Media
- Privacy of students
- Suspension and removal
- Reporting code for domestic violence

6.3. Physical safety

At our school we have an evacuation plan. Together with the other partners in the school building we annually plan joint evacuation exercises. Besides the teaching staff it is also important for our students to practice an evacuation. Our BHV staff is also trained annually to keep up with the safety protocols. The coordination of this is in the hands of our emergency response team (BHV) and the prevention officer.

The prevention officer is responsible for checking in on safety regulations regarding government protocols.

6.4 Internet and Social Media

At school we deal with social media in a conscious manner. Therefore we have made a number of agreements. These are in the protocol Internet & Social Media. Of course the school rules and normal manners in the use of internet, mail and social media also apply. We regularly discuss this with the children and encourage them to deal with it in a good way. Safe use of internet is part of our IPC units as well.

If you notice that the protocol is not observed at school, you can report this to the teacher and/or the school management team. Together we will discuss how the situation can be resolved. If necessary, the school will take appropriate measures.

You can also influence the way your child deals with social media and internet at home. Bullying nowadays often takes place via WhatsApp, Instagram and other media your child may use. Therefore, speak to your child regularly about the use of these media and how best to deal with it.



If you or your child in or around the school seriously violates school rules of conduct or if there is behavior that endangers the safety of the children, parents and/or staff of the school, we will make this behavior an immediate topic of discussion. In some cases, the behavior may be grounds for suspending or removing a child from the school. In implementing these measures, SALTO follows a procedure.

6.6 Reporting code for domestic violence and reporting of sexual abuse

be domestic violence or child abuse, a set process with five steps is followed.

In case of suspicion of sexual harassment, sexually transgressive behavior or sexual abuse by a SALTO employee, the school and the school board have an obligation to report and consult with the confidential inspector of the Education Inspectorate. Do you suspect sexual harassment, transgressive behavior or abuse? Discuss it with the head of school. The head of school will listen to your concerns. Based on this conversation, appropriate follow-up actions will be taken.

More information about the reporting code and the obligation to report can be found at <https://www.schoolenveiligheid.nl/po-vo/kennisbank/meldcode-huiselijk-geweld-en-kindermishandeling/>.

You can ask the school's internal confidential counsellor for any questions you may have.

7

ADDITIONAL INFORMATION

7.1. Privacy

In order to provide good education and organize activities, the school processes data from you and your child. This includes contact information, school results, the progress of education, information about the school fees, etc. In the 'Privacy Regulations Pupil Data' of SALTO is described how the school handles this data. It also states who has access to which data and to which organizations our school may provide data on your child.

The school stores data per student in a student file. We use the ParnasSys system for this. As a parent you have the right to inspect your child's student file. If you want, ask the director of the school for access to your child's student file. In consultation with the director is determined in what way you can see the file. An example of this is a paper printout of the file or an inspection in the digital application. If you wish to correct, add to, delete or block your child's data, you must inform the director of this, together with the reasons why you wish to do so.

The Privacy Regulations can be found on the SALTO website (<https://www.salto-eindhoven.nl/nl/ouders/privacy>).

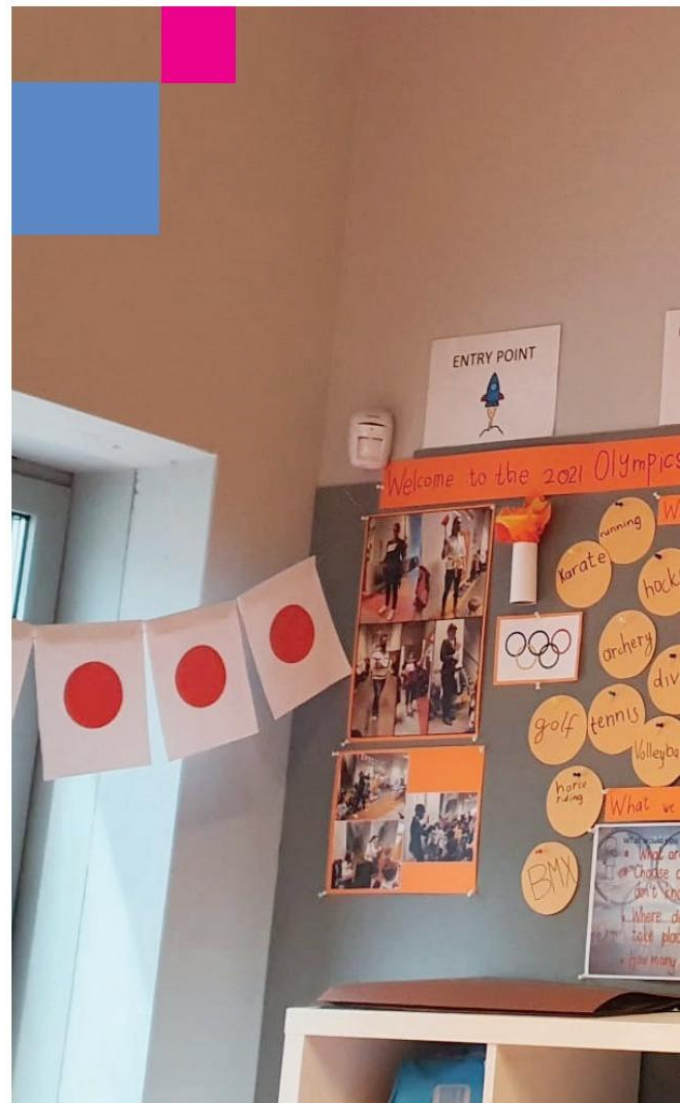
7.2. School insurance

SALTO has an accident and liability insurance. This ensures that all parties involved (students, staff, volunteers) are insured during school activities. However, we advise you to get a liability insurance yourself, because you are liable for any damage your child causes at school.

SALTO's damage insurance will only be called upon if your own insurance does not provide cover and the damage is caused by the school's fault. An example where the insurance does not pay out is when during gym class or outdoor play your child's glasses are broken. Do you have questions about the school's insurance or about damage? If so, please discuss the matter with the Head of School.

7.3. Sponsoring

If the school receives donations or extra money apart from the school fees, this is called sponsorship. Before the start of the sponsoring campaign, the purpose of the campaign and what the money will be spent on is announced. You can decide whether and with what



amount you contribute to the sponsorship campaign. There are national rules for if you or your company, want to sponsor the school. If you intend to do so, please speak with the school principal about this.

There is more information in the school plan and on the SALTO website.





Salto International School RISE

Tafelbergplein 8, 5642 GP Eindhoven

www.salto-internationalschool.nl

