



SCHOOLGUIDE



INHOUDSOPGAVE

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1

WELCOME TO SALTO INTERNATIONAL SCHOOL

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.





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

SIS looks beyond its own borders. The Brainport environment shows a demand in accessible international education where both Dutch and English are offered. Internationals tend to stay in the Netherlands longer, which makes Dutch citizenship important. In addition, international doors are opened for children, because the international curriculum of our school offers opportunities for further education elsewhere in the world.

Next to language, social-emotional skills are also needed to make sure children develop into fully-fledged world citizens. Getting to know different cultures and being aware of them and dealing with them within the school are starting points in forming our pedagogical climate. This translates into activities and lessons that take us further in how we deal with each other. All parties have a share in this, teachers, children, and parents.

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

Management Team

Head of School	: Hanneke Hermans
Early Years (1-2) Unit Leader	: Sabine Burrows
Upper Years (3-8) Unit Leader	: Esmée vd Heiden
Manager educational needs, quality of education and coach	: Natascha Zijderveld

	English teacher	Dutch teacher
Group 1-2 Dragonflies	Erin Johnson	Kirsten vd Kolk
Group 1-2 Butterflies	Jessica Du	Paulien vd Biggelaar
Group 1-2 Bumblebees	Aleksandra Zsumilas	Sarah vd Snepscheut
Group 1-2 Toucans	Aleksandra Zsumilas	Leonora Reynaldos Rojas
Group 3 Parrots	Angelique Marais	Janneke vd Hulsbeek
Group 3 Hummingbirds	Gemma Garth	Laura de Bonth
Group 4 Owls	Aymie Greenwood	Sandra Hems
Group 4 Woodpeckers	Aymie Greenwood	Marianne Niezen
Group 5 Puffins	Justin Barg	Lieke Timmers
Group 5 Fireflies	Susanne Horth	Susanne Horth
Group 6 Eagles	Isis Vroemen/Justin Barg	Isis Vroemen
Group 7/8 Falcons	Anagret Wennekes	Nabila Kalliss (+ intern Fontys: Roy vd Heuvel)
Gym teacher	Bart vd Horst, Michelle Wandel and Mirte Slaats	
EAL support (English support)	Anagret Wennekes Jessica Du	
Language class and DAL coordination	Jutta Ebben	
Teaching assistant DAL (Dutch support)	Michelle Janssen Jos vd Weiden Renee Ovadia Hiske van t Veer	
IPC coordinator	Nabila Kalliss	
Curriculum development support	Lieke Timmers and Justin Barg	
Cover teacher	Melek Kileci	
Admission officer	Marie Zimmermann	

2.5. Current population

At SALTO International School I-St@rt we have 277 students in 12 groups with an average student count of 23 per classroom (30.6.2023). Approximately 52% of the children are boys and 48% are girls. Our students have 35 different cultural backgrounds with 42 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 0, group 1 and group 2 children. Our learning environments are set up to encourage learning through play. Through play and interaction, children learn. Activities like sorting, matching, classifying and sequencing contribute to the child's emerging math as well as literacy skills. Where things like 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 with those the materials offered.

Though the spoken language in our classrooms are 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 0 and 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 the child however, not their age or the group they are in and adjust our academic offering accordingly.

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. Every day we organize circle time or group talks in where we use the personal goals linked to IPC to discuss our development and goals. The remaining part of the mornings are for language and math lessons and activities. In the afternoons, our students are broadening their knowledge through IPC. 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 are represented in our school curriculum, which was developed specifically for our school and it's unique concept. The learning goals and outcomes represented in this curriculum were derived from several different English as well as Dutch syllabi. In the Dutch curriculum we use a variety of teaching methods (e.g. Veilig leren lezen, Actief leren lezen, Snappet) and resources/instruments to organize our education ideally within our hybrid- and bilingual organization.

English

We offer an extensive array of literature options, and we strongly promote a diverse and extensive reading experience for our students. We actively support our learners in becoming actively involved and proficient in utilizing concepts and information, while fostering an appreciation for literary works. Throughout the school day, we engage in a rich assortment of printed and digital texts, utilizing them as tools to teach our students the skills of understanding, analysing, and assessing. We base our instructional methods on the five pillars of literacy (phonics, phonemic awareness, vocabulary, reading fluency, and reading

comprehension) and strive to meet the needs of each pillar. Our approach to instruction incorporates a range of evidence-based methods that are tailored to accommodate diverse learning styles and skill levels. Our goal is to cultivate essential skills by utilizing strategies that have been proven effective. We also embed the Power of Reading framework

within our lessons. 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.

Math

Math is taught in both Dutch and English. During these lessons, there is extra attention for the language specifically linked to math. In group 3 and 4 we use the methods SemSom and Snappet America where they work on the same goals in both languages throughout the week. Group 5 - 8 use the goals of Snappet (both languages), with other additional resources. Learning math is an accumulation of knowledge and skills. Within math education, we implement routines to encourage natural learning through play-based and movement-based learning. Weekly, students receive about 3-4 hours of math.

Citizenship

Citizenship is woven throughout our education and starts from our main vision: Be Yourself, Be International, Be Dutch.

Our school is a community where parents, students and our team come together to learn from and with each other in the broadest sense. We appreciate, and are interested in, each other's cultures and views of the world.

This is very visible within our curriculum. There is a clear connection between all subjects. Where IEYC/IPC is the common thread with which we bring the world into the school and also send our student back into the world. Our entire language curriculum is linked to our IEYC/IPC projects and thus acquires meaning and importance for our students. We teach our students the importance of working together with everyone's individuality and cultural perspectives, while also learning to debate and discuss their own moral values and standpoints. And all this in both English and Dutch.

Through the International (Early Years) Curriculum (IPC and IEYC), learners are encouraged to be globally competent, future ready, socially conscious and motivated to positively contribute within a local and/or global context.

The eight personal goals of IEYC/IPC link nicely to the eleven pillars of citizenship

IPC personal goals

Adaptable
Collaborator
Communicator
Empathetic
Ethical
Resilient
Respectful
Thoughtful/Thinker

The 11 pillars of citizenship

1. Freedom and Equality
2. Power and Involvement
3. Democratic Culture
4. Identity
5. Diversity
6. Solidarity
7. Digital Living Together
8. Sustainability
9. Globalisation
10. Technological citizenship
11. Thought and action



Monday	Tuesday	Wednesday	Thursday	Friday	<div>Personal goals:</div> <div>Thinker</div> <div>Adaptable</div> <div>Resilient</div> <div>Communicator</div> <div>Ethical</div> <div>Collaborator</div> <div>Respectful</div> <div>Empathetic</div>
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 and report cards

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. All students from Group 3 to 8 are assessed in the

middle of the academic year and at the end of the academic year, using standardized assessments from the Boom LVS. They are a leading source of testing and assessment for schools in the Netherlands. They provide us various types of data, including mathematics and comprehension reading. We use this knowledge along with other assessments to monitor and track the children as they progress. Children will start report cards in group 2 and they will receive one twice a year. To discuss your child's development with the teacher, there are parent-teacher meetings three times a year.

After 6 weeks

Parent-teacher meeting about the wellbeing of your child.

February/March

1st report card including BOOM graphs and parent-teacher meeting.

June

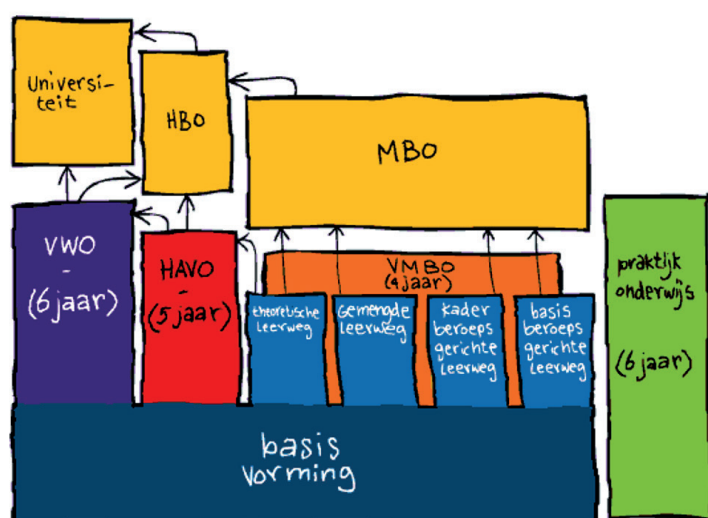
2nd report card including BOOM graphs and parent-teacher meeting. This parent-teacher meeting will take place at the invitation of the teacher or at the request of the parents. (not mandatory)

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 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. At the beginning 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 will be discussed with the group 8 teachers in October group 8
4. Final advice February group 8

Formation of our final advice

The final advice is established by the teacher and the Educational Needs Manager 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

VO school	advies	aantal
Stedelijk College	VWO	1
Frits Philips	HAVO HAVO/VWO	1 1
Sondervick International College	KADER/MAVO	1
Sondervick College	VMBO B MAVO	1 1
Lorenz Casimir Lyceum	HAVO	1
Van Maerlant	HAVO/VWO	2
Huygens Lyceum	HAVO VWO	1 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. These topics are represented in our yearly infographic. In relation to our school development, we work with learning teams, workgroups and expert coordinators. For each topic we write a development plan with our goals, actions and timeframe included. These learning teams, work groups and experts will evaluate together with our management team, the progress of their goals. These learning teams, work groups and experts, along with our management team, will evaluate the progress of their goals. In October we will evaluate the status of these developments with our team and the PTA. Based on this evaluation outcomes the management team will set the year plan for the next calendar year. Our school development items and their progress, will be visualized on data walls for the team.

In relation to our year plans and our support cycle we arrange classroom visits by management staff and our educational needs managers. Team training and our staff personal development plans are related to our school development items as well as SALTO related items.

Evaluation yearplan focus

Our planning is in line with our financial year planning (2023) instead of a schoolyear. Within our school development we focused last year on working in class with the curriculum goals related to our curriculum handbook. After merging these goals for both languages we will now continue to develop a planning document.

Below you will find an overview of our goals for 2023. We will put the emphasis on didactics. Besides developing a planning document for teachers, we will work on the topic how to differentiate in our lesson offer with the use of our various educational resources in a set structure. Our team already had inspiring team trainings in the first half of 2023 on cultural awareness (by Candida Snow, intercultural management and skills training specialist) and a training on language teaching routines for multilingual learners 'Zien is Snappen'. We have also worked with our English team on a pilot for English assessments with the assessment tool Pira.

YEARPLAN FOCUS:



CULTURAL DIVERSITY

Create and integrate team awareness of intentional and unintentional communication, behavior and attitude towards other cultures in our school culture.



DIDACTIC APPROACH AND DIFFERENTIATION

Deliver a lesson offer that meets the diverse educational needs of our students with effective use of resources and organizational structure.



PEDAGOGICAL APPROACH

Align our pedagogical teaching practices/routines across groups in line with our school philosophy and IPC/IEYC goals.



MULTILINGUALISM

Increase the knowledge on multilingualism in our education and use this knowledge in our teaching practice.

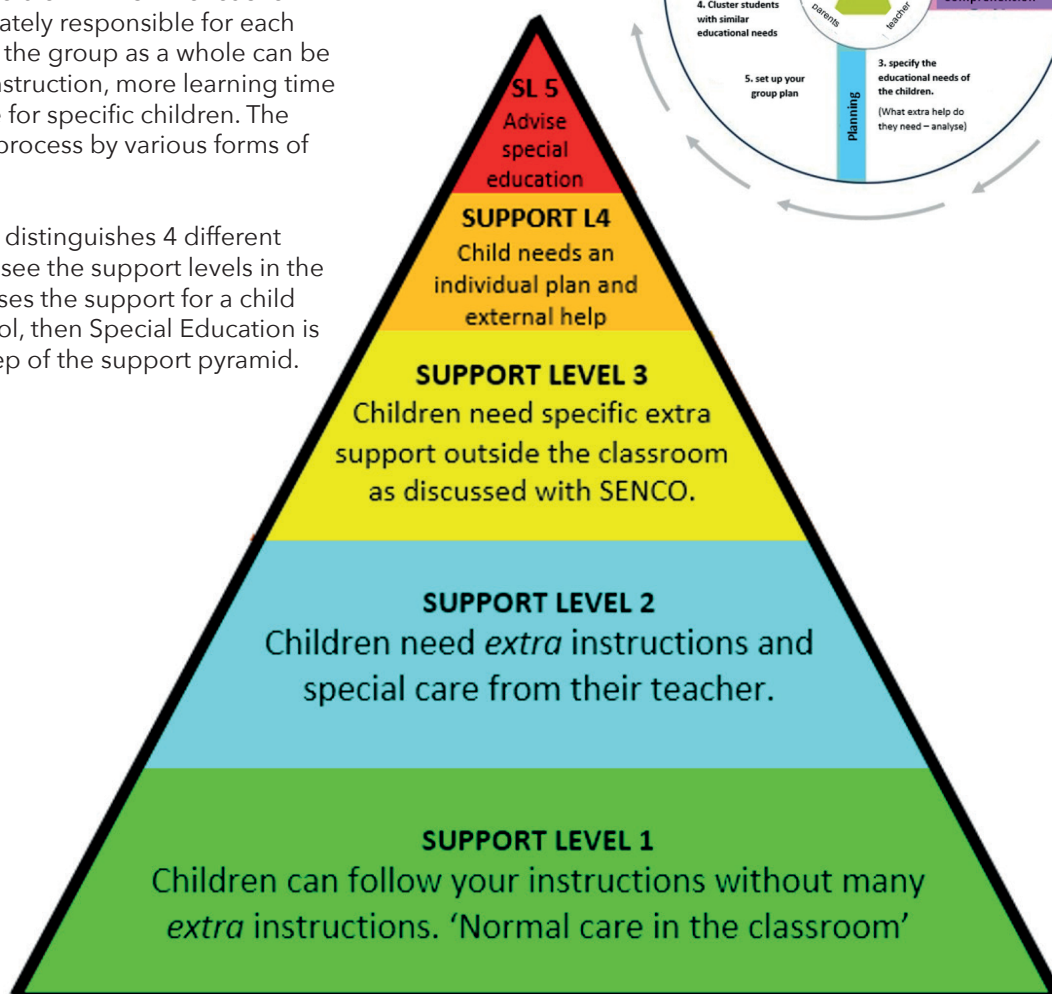
3.7. Educational needs & inclusion (Passend onderwijs)

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 solid 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 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' educational plans.

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 DAL or EAL specialist). This extra support can range from subject support like language or math 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 educational needs manager are always involved. The support that needs to be provided at school can then be discussed through a consultation meeting and incorporated into an individual education plan (IEP) or a personal development perspective regarding a prediction for a secondary school (OPP). The child can receive extra 'heavy-duty' support within school. The implementer of the plan ensures that the plan is kept up to date and that the plan is evaluated

at fixed times together with the teacher. The plan and progress is evaluated with parents throughout the year where the child's needs for 'heavy-duty' support or the possibility of returning to level 3 support is assessed with all the parties involved.

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). You can also ask the coordinator of suitable education of SALTO (Passend onderwijs) for advice. The coordinator of suitable education (Passend onderwijs) can be reached via the contact information of SALTO. 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

	I-St@rt	RISE
2019-2020	0	0
2020-2021	0	1 (SO) 1 (SBO)
2021-2022	1*	0

* (TLV is arranged, student will start in SO in September 2022)

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

Our DAL and EAL team support students in developing their English and/or Dutch skills. The class teacher will highlight the students who they feel needs extra support (at set times in the schoolyear). The educational needs manager and the EAL/DAL coordinators will then set up a schedule for the extra support or co-teaching in the classroom. This all falls under support level 2 and 3.

The EAL/DAL team will evaluate the needs of the child and plan a course of action together with the teacher and if needed the educational needs manager. Sometimes this may include assisting teachers in setting up an IEP or OPP for a student. The EAL/DAL teacher can support students both in the classroom as a co-teacher, or in certain exceptions in smaller groups outside of the classroom or one-on-one if really needed.

In order to help students in group 1/2 meet their educational goals, the EAL/DAL teacher will do small group guided reading, phonics games, develop word awareness as well as help grow their vocabulary and stimulate conversations amongst their peers. 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 Netherlands and students who need extra support in developing their Dutch language skills. A great emphasis is put on immersing students into Dutch culture through playing games, watching fun educational videos and stimulating conversations, as well developing Dutch vocabulary, spelling and comprehension skills. Our EAL and DAL team is committed to helping students from different walks of life, value and celebrate language and cultural diversity in order to build a culturally responsive learning environment

to encourage a positive attitude to learning new languages.

EAL/DAL teachers will set up a schedule and then share it with class teachers. All parties keep each other informed on the progress and formally re-evaluate using our educational plans and setting up the new classroom differentiation levels. This happens in September, January and June.

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
- Snappet
- Gynzy
- Power of Reading
- Reading from A to Z
- Pandora books
- Twinkl
- Reading eggs
- Veilig Leren Lezen
- Zien is Snappen
- LOGO 3000
- Actief Leren Lezen
- Mondeling Nederlands Nieuw
- Horen, Zien en Schrijven
- Junior Einstein
- Nieuwsbegrip
- toneellezen

4

PARENTS

Good and clear communication between parents and school is of utmost important to us.

All formal news will be communicated to parents through email via ParnasSys. Less formal news and information, as well as information and updates from the individual groups will be sent through the school app Parro. Coffee mornings are arranged 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 our newsletter every two weeks
- Via our school app Parro 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 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 person of trust for I-St@rt is:

Natascha Zijderveld

Contact information:

natascha.zijderveld@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

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. Tardiness 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 1-3: All classrooms enter the school under the hangar, where a teacher will greet the children at the door. At the end of the day, the children will come outside together with their classroom teacher to an assigned spot under the hangar. The child(ren) may then there be collected by a parent.

Groups 4-8: All classrooms enter the school via the first-floor entrance.

Group 4 children will exit the school via the stairs under the hangar. The classroom teachers will bring them to the fixed spot.

Group 5-8 students will come out independently

5.6. Clothing

We ask the children to come to school in appropriate clothing for the weather and activities they will be participating in that day. We will play outside rain or shine, the children are expected to have appropriate clothing for cold and/or wet days as well as appropriate protection for sunny days. The children will take part in physical and possible messy play activities on a daily base, therefore suitable clothing and appropriate footwear, which may also get dirty, must be provided. We do not wear shoes inside the classroom. Children can choose to walk on their socks or wear their gym shoes inside the classroom.

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 PM 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).

Other BSO organizations such as Sportstuif, Klokje Rond, David Loyd and Witte Wiel, kidscompany and BSO Zandhaai will also pick up students from our school and provide taxi service.

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 agreed by our PTA is € 400 per student for this school year.

The school fee is used to cover a variety of costs such as bilingual and international school materials, support structures, EAL and NT2 teaching methods and a whole range of other costs to keep the school running smoothly and ensure the best quality of education for our students.

Parents will receive an invoice twice a year for half the yearly amount. Of course, it is also possible to pay the whole amount in one instalment.

5.12. Excursions/ field trips

Over the course of the school year we may plan a number of excursions and fieldtrip connected to our IEYC/IPC themes. Parents will be informed about these trips by the classroom teacher beforehand. At times additional parent support, such as drivers or supervising a group of children, will be needed. When parents volunteer to drive for school fieldtrips, different rules apply regarding the legal necessity of car seats, as they are not mandatory in these cases. A valid Dutch driver's license is always required. All groups will have an annual end of the year fieldtrip. The costs for these fieldtrips are not included in the school fee and will therefor require an additional payment from parents.

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

From this school year on we have an official school library together with the Startbaan. This library provides our students with both Dutch and English reading books and IEYC/IPC books for all ages. At the start of the school year all students will receive their own library card.

5.14.2. Gym

Gym lessons will take place twice a week in the large gym facility attached to our school building. There will be one technical lesson and one practical lesson, both taught by our licensed gym teachers. For group 1-2 and 3 we use the small indoor gym. From group 3 and up, students need to bring their gym clothes and shoes on their gym days. Group 0/1/2 will keep (only) gym shoes at school. Schedules will be shared at the beginning of the school year.

5.14.3. Extra-curricular/after school activities

In our school building we have several external partners who organize extra-curricular activities after school;

- music lessons by CKE (music center Eindhoven)
- Mad Science
- Think Smart English
- Typecourse by TypeTuin
- Dutch language lessons on different levels by Educto

- Chinese school
- Bulgarian school
- Taiwanese school
- gym program
- musical star class
- dance classes

We will inform you through our newsletter on 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. You can change the choice you made at any time by informing the Head of School. 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
- Carnival
- April Fools day
- Kingsday
- Sportsday
- ART route or summer festival



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.



6.5 Suspension and school removal

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.

This is described in the 'Admission, Suspension and Removal' regulation and is published on the website of SALTO: <https://www.salto-eindhoven.nl/nl/ouders/regelingen>

A safe learning and working environment is of great importance. We are jointly responsible for this. All elementary school employees know and apply the reporting code for domestic violence and child abuse. This means that if the school has signals that there may

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

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

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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



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





Salto International School I-St@rt

Meerbos 16, 5658 LA Eindhoven

www.salto-internationalschool.nl