

# schoolgids

2023/2024



Primary School  
Wethouder van Eupen



ABC





## Preface

Hereby we present our new school guide of 2022-2023.

A guide that is as broad as possible to inform you about the education at our school.

We hope you will enjoy reading and viewing it.

We wish you and your child(ren) a nice and educational schoolyear.



On behalf of the team.

*Jolanda van den Dungen*

Headmistress  
August 2022





# Our school

De 'Wethouder van Eupenschool' is a school with an open and friendly atmosphere.

**Within our school the students develop and grow into independent world citizens in the context of the society of tomorrow, with attention to each their talents and individual capacities.**

**Our three core values are:**

- **Happiness**
- **Development**
- **Individuality**



## **Happiness**

We find it important that the students go to school with excitement. We want to provide them a nice, safe environment in which they can develop to their full potential. Feeling happy influences your health and development.



## **Development**

We provide our students with a broad development. Our attention lies with cognitive development and social-emotional development as well as the development of skills. We find mastery of math and language skills important. These skills are needed to be happy in several areas of life such as making friends, being there for someone and for other skills such as creativity, problem solving abilities and working together.



## **Individuality**

Each child and adult in our school is different. We try our best to understand those differences and to be open to each their individuality. We have an eye for the individual and their capabilities and talents.

## **EDUCATIONAL AND PEDAGOGICAL DIDACTIC:**

**The aim of our education is to allow students to develop to the best of their abilities in eight years and acquire as much knowledge and skills as possible, related to the abilities of each child. Education is given in a curriculum-year class system. This means children are grouped by age. At our school we work with the Direct Instruction (D.I.) model, so in all groups differentiated education is given and the teacher can do a proper job with matching the different levels of skills and knowledge in the class.**

### **Group 1-2**

We work on the principles of basic development from the basis of development-oriented education. The educational offer of the kindergarten groups is intertwined with a theme. Each theme we created is as meaningful as possible by choosing subjects that the students recognize from their own experience.

## Three values are central to basic development:

### Engagement

To be curious, to discover and try new things, to have input, to think about new ideas and to lose yourself in what you are doing.

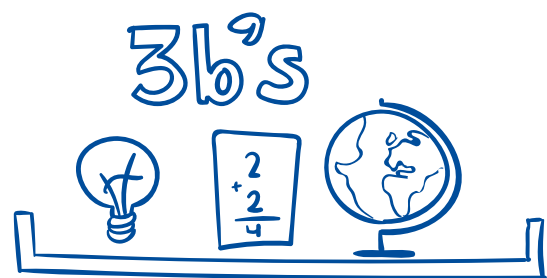
### Purpose

(For the teacher): play, constructive play, conversation and circle time, math and reading/writing activities, and to differentiate different levels in each class.

### Meaning

(For the child): close to their world of experience, imitating the real world, acting with purpose, role play. The curriculum in the kindergarten groups is intertwined with a theme. Each theme we created is as meaningful as possible by choosing subjects that the students recognize from their own experience.

We would like to emphasize here that we find playing very important. Play for enjoyment. It is voluntary, a self-chosen challenge. It comes from intrinsic motivation. The teacher ensures an environment that stimulates playing.



### Groups 3 to 8

To make the transition from group 2 to group 3 smoother, we set up a play area in which children can play according to a theme. We also pay attention to 'play learning' for different subjects. Group 4 also has a play area in which a theme is central. In group 3 through 8 we work with subjects such as language, math, reading and world orientation. In each group students also learn from each other through cooperative learning.

The pedagogical and didactic action of the teacher is of great importance in the development of our students. The teacher has to give proper instruction, handle differences, use different working forms, etcetera. That is why we are based in "lifelong learning". In our school we have a lot of attention for learning from and with each other. We as teachers use video interaction training (VIB) to learn from each other. This is how we map the actions of the teacher and formulate the 'zone of neighboring development'.

## PHILOSOPHICAL VISION AND IDENTITY

**Elementary school Wethouder van Eupen is open to all, regardless of philosophical considerations, background or religious beliefs, but originally has a Roman Catholic identity, with the corresponding standards and values. Learning, celebrating and caring are characteristics of the Catholic philosophy of life that the school wants to convey.**

### That means:

That means:

- Learning about and becoming familiar with the Catholic tradition and other philosophical movements. Our social-emotional method De Vreedzame School (The Peaceful School) provides guidance for this.
- Collectively celebrating Catholic holidays within school. Faith experience depends on different home situations. There are also children at school who have another or no religious background. We always appreciate the children's own contribution. There is plenty of opportunity during the lessons to voice that own contribution.
- Taking care of yourself and dealing with fellow human beings and the world around you with respect.

# General information

## STUDENTS

### Number of students and intake policy

As of 1 October 2023, the school has 293 students. Most children come from the area between Kennedylaan, Sterrenlaan, Eisenhowerlaan and the ring road. Due to the limited space that the building offers and the choice to stay a local school, we give priority to the registration of 4-year-olds from the neighborhoods Oude Gracht, the Karpen and Koudenhoven (postcode 5631).

When parents consider placing their child in our school, they can make this known to the IB'er (Inter Begeleider, special needs coordinator) or the head mistress. Interested parents are invited to make an appointment for a guided tour. Subsequently, they can then register their child (from the age of 2½) using a registration form. When a child transfers from another school, we will always contact the previous school.

### The placement procedure is as follows:

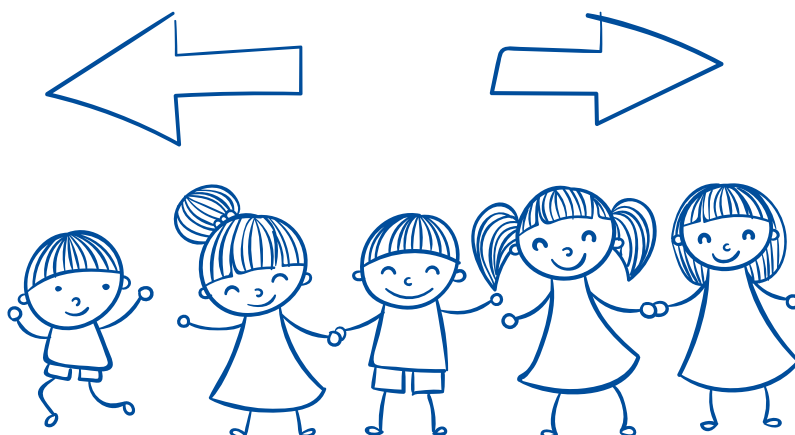
- Does the child live in the neighborhood or will move to the district? Usually the student is accepted into the school.
- Is the child a brother or sister of a student who is already in school? Usually the student is accepted into the school.
- Is the child a student with a specific educational need? The previous school will always be contacted when changing schools. Each student is looked at to decide whether the school can provide what that child needs. We will triangulate between the student, teacher and group.
- Does the child come from outside the neighborhood (postcode 5631)? There will be a look at the capacity of the school in the year the student needs to be placed in.

To follow up on point 4, it is possible that there will be a waiting list for a child or children that can't be placed at the moment. When a spot opens up, they can be placed. This happens through a draw. Parents of students on the waiting list will always receive notification whether or not the child can be placed.

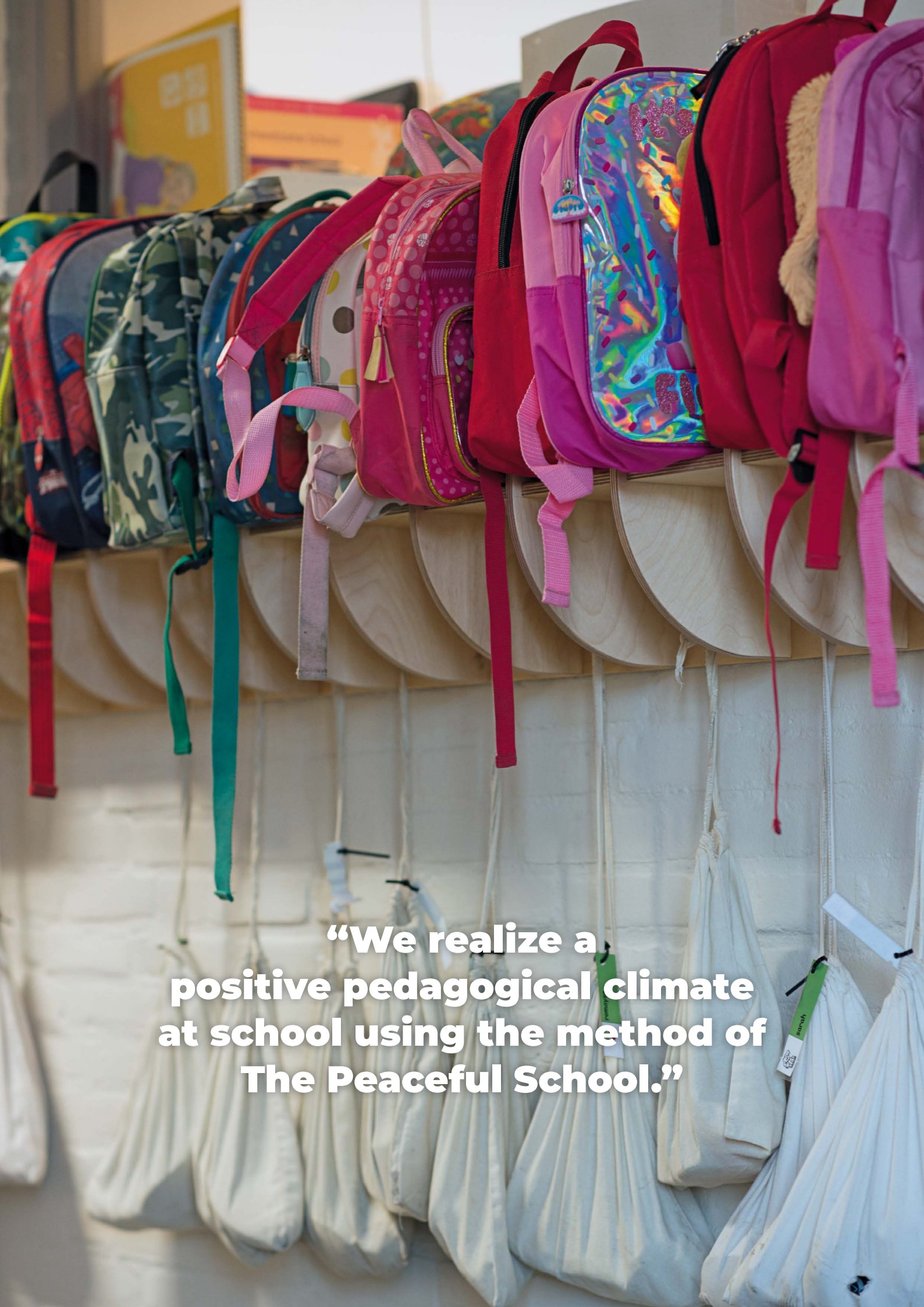
### Distribution of students

**We distribute the children among the classes according to the following criteria:**

- placing with a friend
- an as even as possible distribution of boys and girls per group
- an equal distribution of children with specific educational needs
- we cannot place students until they are four years old







**“We realize a  
positive pedagogical climate  
at school using the method of  
The Peaceful School.”**





### **Our name**

At the official opening in October 1965, the school was named after Theo van Eupen. From 1953 to 1965 he was Councilor of Education and Cultural Affairs in Eindhoven. A bronze relief of Theo van Eupen hangs in our hall. The relief was made by the artist Hans Godefroy.

### **Building and map**

Our school has existed since the first of May 1964. The school building dates back to 1966. The school has 13 classrooms and a speelzaal (a gym room). In the middle of the school there is a spacious inner hall, the Eupenhof. We use this hall for educational activities, for celebrations and other events.

### **Safety at school**

We achieve a positive pedagogical climate at school using the method De Vreedzame School: the Peaceful School. When children feel safe and competent, they will also perform optimally. All the teachers invest in a good relationship with the students. The fundamental idea is that we want to act from trust and not from fear. Everywhere where adults and children work together, mistakes can be made. Accidents can be prevented as much as possible, but never totally. Children must also be able to play, push their boundaries and learn to trust themselves. The children entrusted to our care, feel safe and feel at home at school. They are challenged to perform optimally. That is our starting point. This also applies to our staff and thus ensuring safety is our common mission.

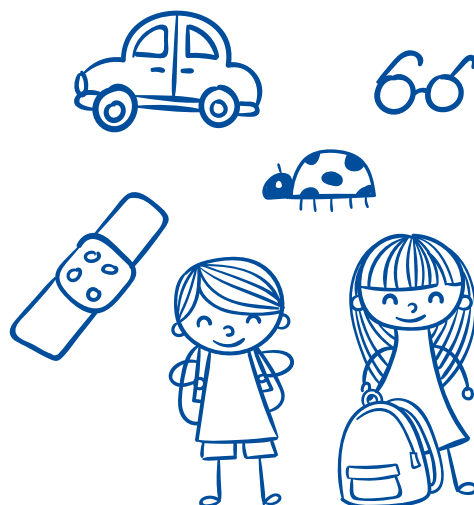
Social security is an important condition for the learning and growth of children. First and foremost, they must feel safe and be able to be themselves at school. So it is important that they feel accepted and have a sense of belonging. Various studies show that an unsafe school (or a school that the students experience as unsafe) contributes to weaker learning performances and increases the likelihood of prematurely dropping out of the school.



Safety at school is not an isolated problem for which simple solutions are available, it must be approached in an integral way. Safety is related to factors that affect the development of students (and vice versa). The school is responsible for an integral approach and, in cooperation with parents and external parties, they must pay attention to the cognitive and social-emotional development of students and their physical and mental health.

To put the above vision into practice, the Wethouder van Eupenschool works according to the method of De Vreedzame School: The Peaceful School. Lessons are giving through this method, but much more important is to approach all behavior at school from this method. Teachers play an exemplary role in this. All teachers are familiar with the workings and behavioral norms of this method. To be able to measure the social-emotional development of children at our school and the sense of social security the children feel, we test this twice a year. For the groups 1 to 4, this is filled in by the teacher. Starting from group 5 the students will fill the test in themselves as well. The teachers have conversations with parents and students about this subject.

When accidents happen, one of the 'BHV-ers' (teachers with a First Aid Certificate) makes the initial diagnosis. When a child should be referred to a doctor, the parents are called. If the parents cannot quickly come to school, one of the ambulatory staff goes to the doctor with the student. These events are written down by the teacher in the accident register. If the BHV-er can help the student himself, parents are informed of this accident after school by the student's teacher (when the accident is worse than just needing a plaster). This way the parents know exactly what happened.



An Occupational Health and Safety policy is in place in accordance with the ARBO law.

When the students go home, the children of group 1 to 3 who go to the BSO (After School Care) are collected by staff of the daycare. We have intensive cooperation with Korein, but also work with other daycares, such as Parelbosch, Kinderkamer, Kids Society Erica and Billies.

When there are deviations from school hours, for example due to a studiedag (study day for teachers) or an extra free afternoon, the parent has to arrange extra care for their child/children with the BSO themselves. This also applies in case of illness of the child. The teachers of groep 1 and 2 come outside with the remaining children and hand them over to their parents. Responsibility for the care of the children is then transferred back to the parents. Children from group 3 to 8 come outside after school independently.

## Business information

### Board

Stichting Katholiek en  
Protestants Onderwijs  
Eindhoven e.o. (SKPO)  
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vaneupen@skpo.nl  
www.vaneupen.nl

# Our education



## Vision of child and education

We provide our education in subject-year classes. Under guidance of the teacher the students gradually learn to learn independently. They do this by means of independent working, using ICT and through cooperative learning (learning from and with each other). Our school focuses on cognitive development such as math and language, as well as social-emotional development and development of skills, like collaboration, critical thinking and creativity.

## Brainport school

The Brainportschool stands for providing education that prepares students for the world of tomorrow, in which a lifetime of learning is essential. The school focuses strongly on the direct environment and cooperates with external parties from the region in shaping this education. A Brainport school is distinguished by contemporary, challenging and meaningful education. We have been an official Brainport school since April 2022 and we are proud of that.

The following pillars are reflected in our education:

- 3O Learning or DDR Learning (Ontdekkend, Ontwerpend en Onderzoekend leren: learning through Discovery, Design and Research);
- Environmental-oriented education in cooperation with companies and organizations in the region;
- Teaching of 21st-century skills such as collaboration, presentation techniques, communication and critical thinking;
- Customized learning;
- Contributing to the international orientation of students;
- Co-creation;

## Citizenship at the Wethouder van Eupenschool

At the Wethouder van Eupenschool we don't teach a separate subject 'Citizenship' but this subject is intertwined with our whole education. At our school we use the method 'the Pacific school'. This method helps with the social positive climate in which social skills are being trained and practiced. Students learn to make democratic decisions and to contribute actively to the atmosphere in the class and at school. In addition, we have embraced the 3.O/ DDR learning and this kind of learning has become the DNA of the school. The focus is not only to gain knowledge, but also, above all, the development of skills that students need in the future. Students are therefore encouraged to take an active, researching and critical approach to the subject matter and apply their knowledge in concrete situations. The wethouder van Eupenschool is a Brainport school. Contemporary education, which prepares students for their future in the Brainport region.

## Time table

At the Wethouder van Eupenschool, Citizenship is not a separate subject, but it is woven into our entire education. At our school, we use the Peaceful School method. This method contributes to a positive social climate in which social skills are trained and practiced. The pupils learn to make democratic decisions and actively contribute to the atmosphere in the group and at school. In addition, we have embraced 3.O Learning and this outlook has become the DNA of the school. The focus here is not only on acquiring knowledge, but above all on developing skills that students will need in the future. Students are encouraged to take an active, inquisitive and critical approach to teaching materials themselves and to apply their knowledge in tangible situations. De Wethouder van Eupenschool is a Brainport school. We provide contemporary education that prepares students for their future in the Brainport region.



## Starting school

As soon as children are four years old, they are eligible to start primary school and enter group 1. Children who turn four just before the end of the school year, start in the school year after that so that they have a nice, peaceful start. This applies to children who are born in June, July or August. Children who start in the first months of the school year will continue on in the following year in group 2. Children who start school for the first time later in the school year, usually stay in group 1 for another year. The age limit is not fixed. This means that we look at the developmental level of each student and, depending on this, we place the child in group 1 or 2 after the summer holidays.

We are committed to ensuring that children follow a continuous line of development. This is sometimes difficult in our year-class system. Some children develop faster or slower than others and due to this the question may arise whether a child can skip a year (accelerate) or remain in the same group once again (delay). This acceleration or deceleration does not happen often, rarely in higher years and always in consultation with the parents.

## Education in group 1 and 2

Education in the youngest groups always includes a topic or theme that is central in the life of four- to six-year-olds. Teachers make an annual planning which includes when which theme will be discussed. A theme lasts four to six weeks. The themes are often shared with Korein's daycare. The various activities connect in a meaningful way with the principles of Basisontwikkeling, basic development. They involve the student in the activity and connection to the theme. The starting point of the concept of basic development is that children who are emotionally carefree can develop freely. In addition, a healthy self-confidence and positive self-image are of crucial importance and students should be curious, inquisitive and enterprising. If we go deeper into the themes, attention is paid to various key actions and other related specifics: playing, reading, writing, counting and conversation activities as well as activities aimed at constructive and visual formation. With a combination of playful activities around the theme, students of this age are stimulated and guided in their development. The methods 'Schatkist' and 'Alles telt' are used as source material when designing a theme.

## Education starting from group 3

From group 3 onwards, students receive joint instruction in each subject. We use a weekly calendar and a daily schedule for the different disciplines. The day schedule is listed visibly for the students. Group 3 students receive a Chromebook to work on, but do this on a limited basis. The key subjects are written down and practiced on paper. After that the students start working on their own goals and the Chromebook can be used for that. Group 4 to 8 make use of a Chromebook for the processing of the subject matter of math. They also use the Chromebook for extra support with 'spelling' (grammar). The explanation or instruction involves the students as much as possible and, where possible, challenges them to offer their own ideas or solutions. Children learn not only from the teacher, but also from each other. Through observation, review tasks and reviewing the 'Teacher Dashboard' the teachers keep track of the students' progress and adapt their lessons accordingly.

## Structural Cooperative Learning

Another form of learning that we apply regularly is cooperative learning. With this approach, children work together in a structured way on a task or assignment. The different forms of cooperation or so-called didactic structures ensure that each student has an active input. The children together are responsible for the outcome.

## Methods

The teacher uses methods, manuals and learning books to give structure to the work. The methods use the latest insights in the field of didactics and the teacher provides a lot of support. Methods also provide for a continuous learning line throughout the school years and ensure that the students are reaching the key goals of each year. From group 3 onwards, in some subject areas we work with the Chromebook to process the material offered during instruction.

## Weekly time table

Each group has a fixed weekly schedule with designated time they spend on the different courses or development areas. Each week we plan the activities and lessons in the group's binder.

## Physical education

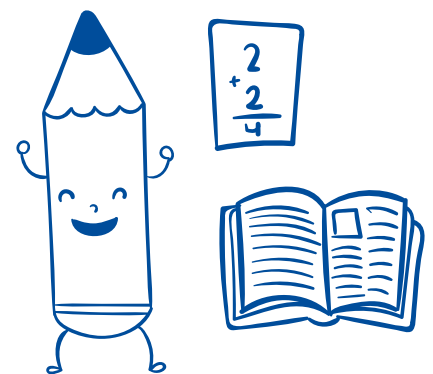
The students of group 1/2 do gymnastics twice a week in the speelzaal, the gym room. Once a week with their own teacher and once a week with our school PE teacher, Roy Verstappen. On his recommendation we play in the gym room barefoot. Therefore we don't need anything for our gym classes. We do remove long and/or warm clothing and jewelry in our own classroom. Group 3 to 8 have PE twice a week in our gym building at Coriolanuspad. They bring shorts, T-shirts and trainers everytime, in a (gym)bag. To ensure the safety of the children, no jewelry is worn. The first lesson of the week is always a sports equipment lesson, planned according to an annual schedule. Our PE teacher, Roy Verstappen, teaches this lesson. The second lesson is taught by the groups own | teacher and is usually a game lesson.

Mister Roy also organizes sporting activities after school, for which children can sign in per period. The maximum number of participants is 30 students. In the third week of the new school year the team organizes a sports day for the whole school.

**The gym schedule for group 1 to 8 can be found on page 31 of this school guide.**

## Homework

In group 7 and 8, students are given weekly homework for the next week, on a fixed day. Homework usually consists of two tasks that are reviewed and discussed at school. The homework can consist of language, reading, spelling or math. In addition, students regularly bring tasks home for world orientation, topography or English. Preparing a speech, book presentation or writing a paper can also be part of the homework. In group 3 to 6, children get limited homework. Only when needed and mostly on an individual basis. This could include the preparation of a speech, a book presentation or occasionally extra practice of a new lesson component, when a student needs this in order to develop further. Group 6 sometimes gets homework to study for a Blink test.



## Presentations and papers

From group 3 onwards, children learn to speak in front of a group. Every year every child has to present twice, once for a book discussion and once for a presentation. In the lower groups the students tell their classmates about a hobby, sport or animal. In the higher groups they choose a bit more complex topics and it is expected the children gather, organize, and present information. Papers are done in group 6, 7 and 8.

This also involves collecting, organizing and presenting information, but in writing. In consultation with the teacher the children determine their topic.

## ICT

Every day the students work with a Chromebook. They work with software programs that match the methods used and they get instruction in applying computer skills such as word processing, typing, e-mailing and using the internet. Working with the internet is always linked to learning activities and is done under the supervision of the teacher. Because we realize that good media handling is an important skill for our students, media literacy has our explicit attention.



## THE RESULTS OF OUR EDUCATION

### Student monitoring

We keep track of students' development by observing them, having conversations and by having them take tests. At the end of each block in the methods, the students take a test. Based on this, we check whether the students have understood the material. The IEP helps us with this. This student monitoring system not only looks at school subjects such as math and language, but also at social skills, learning approach and creative ability (this is different from visual education and music. visual and music education, it is more about curiosity and resourcefulness). IEP nicely calls it 'head, heart and hands' and this fits perfectly with our school vision. IEP stands for Inzicht Eigen Profiel (Insight Own Profile) and that is exactly what your child and you get. IEP is first and foremost an instrument that looks at the child as a whole. IEP looks at a child's growth relative to themselves, is user-friendly, appeals to the children, has a clear layout and is less linguistic (less use of language, more do-it-yourself assignments), allowing us to look at what a child can really do in that subject area.

The teachers of groups 1/2 record their children's development twice a year. For this, they use the monitoring program KIJK, which covers the entire developmental spectrum. The KIJK data are processed in a report. At the moment, IEP is also being developed as an observation tool for kleuters (group 1/2). It is possible that KIJK will be replaced by IEP, but we are still investigating this.

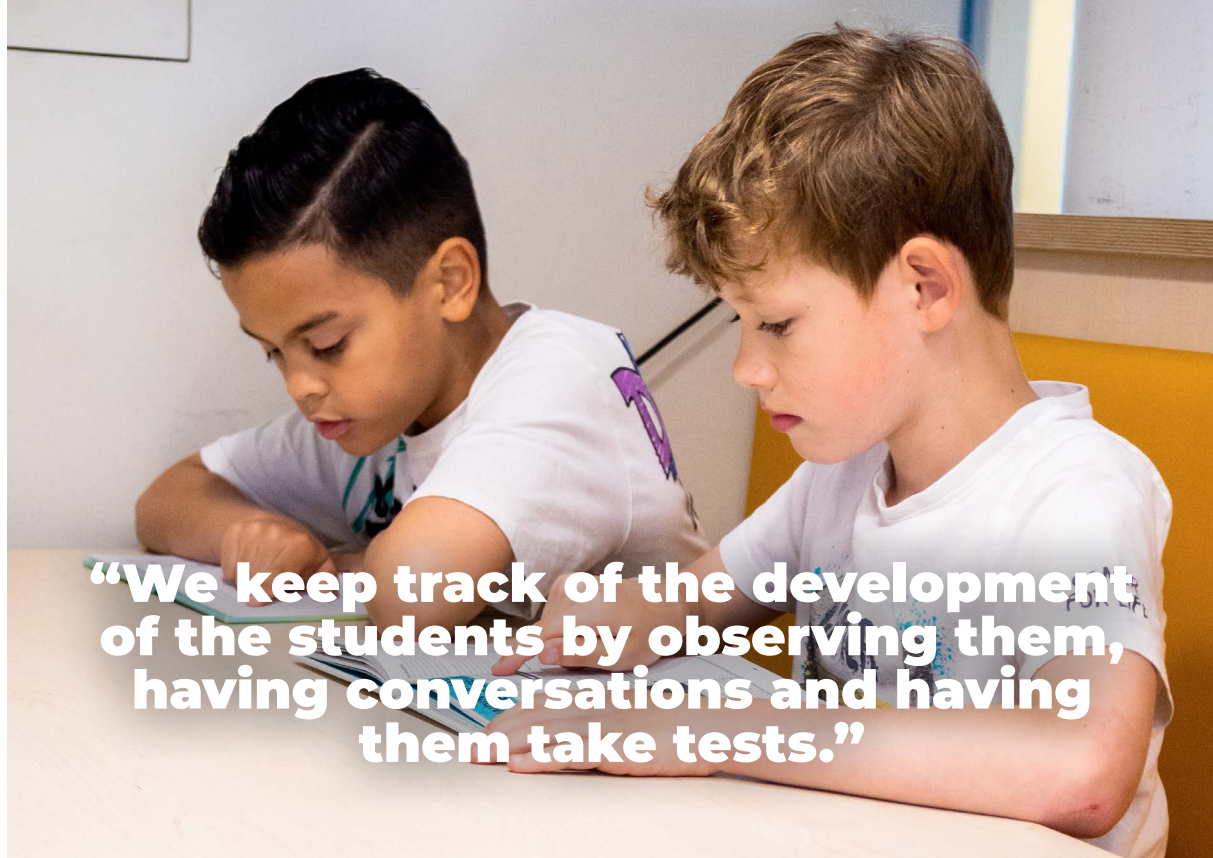
#### The Results of KIJK and IEP are discussed:

- by the individual teacher with the special needs coordinator;
- in the management team (special needs coordinator and head mistress);
- in the team meetings (group and school profiles).

In these meetings we discuss any problems. In consultation, proposals are made for a plan of action, followed by a decision on a final approach.

schooljaar	Aantal Iln in groep 8	Aantal deelnemers	IEP score Landelijk gemiddelde	IEP score WvEupen
2022-2023	44	44	79,5	80,3
2021-2022	38	37	80	81,6
2020-2021	49	49	79,7	80,5
2019-2020	i.v.m. corona was er geen eindtoets			





**“We keep track of the development of the students by observing them, having conversations and having them take tests.”**

### Secondary education (Voortgezet Onderwijs, VO) and school advice

At the end of primary school, parents and students will receive advice on what form of secondary education best suits their child's abilities and learning results. All students get a pre-advice at the end of group 7. Halfway through group 8 the final advice for secondary education will be given. In order to give a well-considered final advice, the advice is formulated as follows: there is an advisory committee consisting of the teachers of group 7 and 8, special needs coordinators, the headmistress and fellow teacher of the lower groups at school. Together they discuss the students and give a joint provisional advice (January). In February, students take a progression test. The final recommendation, together with the transfer test score, is sent to the secondary school where the student is enrolled by their parents. The advice of the primary school determines the final enrolment at the chosen school.

The term 'final test' as used in group 8 will become 'progression test' from this schoolyear onwards. This change has to do with your child's development. The term "final test" implies that the test marks an end. The end of primary school is in sight when this test is taken, but your child's development continues after that. Hence the term now chosen is 'progression test'. After the test, your child will move on to secondary school, a school whose level is appropriate for your child. Only the name of the test and the time path changes, but the content of the test remains comparable to the final tests of previous schoolyears.

### Leaving school: data

Depending on their results, our students continue their education careers in different types of secondary education. Below is the distribution between the different school types in the last four years:

	'19/20	'20/21	'21/22	'22/23
HAVO/VWO	18	30	20	20
T/ HAVO	7	5	11	8
VMBO-T	8	10	3	10
VMBO-B/K	7	3	3	5
Praktijkonderwijs			1	0
Total number of students	40	49	38	43



## Educational report (OKR)

When students leave for secondary education or another school, the teacher makes an educational report for the next school. Parents receive a copy of this report.

## Educational Inspection

In previous years, the educational inspection came to visit a school every four years. The inspection framework has now changed, which means the inspection now looks at schools with a bit more distance. The education inspection has a lot of contact with our SKPO board and receives data from our school to monitor how things are at our school. When necessary there will be a visit or talk to the school. The last visit of the school inspection was in 2013. The report of this can be found on the website of the education inspection. In 2020 the inspection visited for a monitoring study with the theme of class quality. Because the emphasis of this research lies in contribution to the systematic supervision and to the conversation with the school about the lessons visited, they did not write a inspection report for the school. These research results are included in further national research.

## Student support

We keep an eye on the development of the students by observing them, talking to them and have them take tests. As far as social-emotional development is concerned we use the questionnaires for students and teachers provided by IEP. For group 1/2 use the observation tools KIJK provides. The combination of all this data is used to evaluate our education and to match the right type of education to the students. The results of the tests are recorded in Parnassys, our digital administration system. This way, parents can see their own child's results at all times. Our new student monitoring system IEP does not lend itself to making results directly visible through Parnassys. The results will therefore be given in writing during the hand out moments. The teacher is the main person that offers the subject matter to the student on a daily basis. In doing so, they strive to ensure that the student master the subject matter as well as possible at the end. The learning process takes place in a pleasant atmosphere. Attention is paid to individual differences in learning capacity, language skills, attention and concentration, perseverance and other areas of attention. To guide the children in this we work with group plans. On the basis of the results of tests and observations, the teacher determines the educational needs of their students. The question of what these students need to achieve the educational goals (or more) is central to this. On the basis of these educational needs, children are sometimes clustered so that the teacher can best match the best possible curriculum to these needs. For our School Support Profile (Schoolondersteuningsprofiel or SOP) please refer to our website.

## Challenging students

A few years ago, we chose 3.O learning (learning through Discovery, Design and Research or DDR learning) to meet the different learning needs of students, with the underlying thoughts that this can take place within their own group. With DDR learning, a high performing student can be challenged. In addition, we have other forms of work to ensure that the high performing student can challenge themselves. This allows students in the middle and upper groups (depending on their independence and outside the lessonplan) to make assignments with Acadin. With Acadin, they can work on their own goals in a digital learning environment or they can work on a web path. Teachers select the eligible students and guide them themselves so everything fits within the group setting.

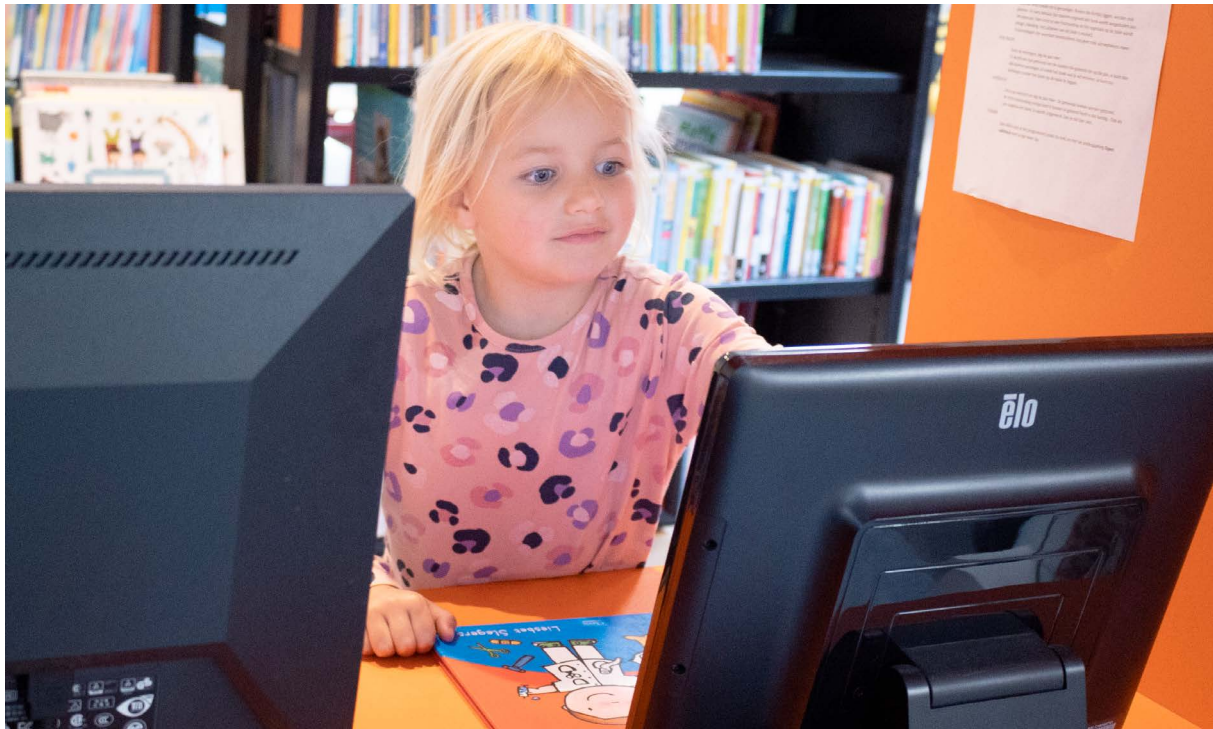


## Development perspective

When a student, usually in the upper years, cannot handle the group level, the school makes a so-called development perspective (OPP). This is a personal learning line with a personal end goal and a customized outflow level. It is always done in consultation with parents. Parents and school regularly evaluate the progress of the student. An individual aid plan is being created and is signed by the parents.

## Social-emotional development

In order to learn properly, children must feel safe. At school we try to create a climate in which children are given space to be themselves and give others that space too. To work on this in a planned way, we have chosen the method of The Peaceful School (DVS). Children from group 1 to 8 learn all kinds of skills and attitudes about friendship, conflict management, helping each other, cooperation and citizenship. Since 2020 students from groups 5 to 8 fill in questionnaire on our education. This is called a WMK (Werken Met Kwaliteit, Working With Quality) questionnaire and it is a self-assessment tool to determine how students feel at our school.



## Care Advice Team (Zorg Advies Team, ZAT)

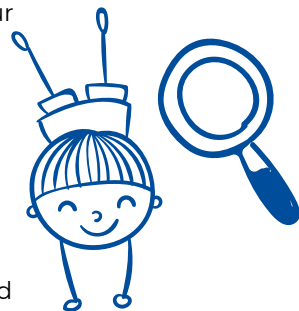
About 4 times a year, the care advice team consultation takes place. This consultation consist of the special needs coordinator of the school, together with a nurse of the GGD and a generalist of Wij-Eindhoven, an employee of 'Zuidzorg' and the team coach of Korein. The consultation can be extended with other specialists.

## Wij-Eindhoven

For questions about education and development of children, but also about work and income, leisure activities, finances, personal dilemmas, etcetera, you can contact Wij-Eindhoven, the welfare organization of Eindhoven. Wij-Eindhoven has a neighborhood team in every neighborhood. Our school can contact the team of Woensel Zuidoost. Our contact person is Noortje van Gestel. She is present at our school every other Tuesday morning from 08.30. You can ask her your questions. Questions that require more time will be put into the Wij-team of your neighborhood. If you live in another neighborhood, your question will be forwarded to the Wij-team in your neighborhood. It is also possible to arrange meetings with children. Noortje is willing to do home visits for this purpose. You can reach her at: 06 - 11 64 79 32.

## Diagnosing children

In some cases, we decide to have a child individually tested. This is always done in consultation with parents. We will then discuss the results of this with the parents, teacher(s) and special needs coordinator, and look at what kind of help we can offer as a school. In these conversations, school indicates its possibilities and the limits.





### **Dyslexic protocol**

Being able to read well is an important condition for the development of a child. Most children acquire this skill playfully and reach AVI reading level Plus in group 8. When a child develops reading problems and those problems appear to be persistent, then this could indicate dyslexia. At school, we will continue to invest in remediation in the area of reading and spelling/grammar. In addition, it is also possible to provide compensatory resources, such as Kurzweil, Chromebook-based tools, extra reading tools and extra time during tests.

### **Bullying protocol**

We define bullying as a sequence of incidents in which a child is threatened or hurt mentally or physically by one or more children mentally or physically threatens or hurts a child. The bully exerts power on the bullied child, who sees no opportunity to defend themselves. In order to prevent bullying, we ensure that there is good quality oversight of relations between children and the way they interact, both in the classroom and outside. Teachers discuss incidents with children and ensure a pleasant educational climate through the Peaceful School, with clear rules.

We always take signals about bullying seriously. If anyone of our staff catches a sign of harassment, an investigation will be started and everyone involved will be heard. In each situation we look at what is needed to resolve that specific case properly. We have two social security coordinators at school, Boukje van Weert and Eline Boerenkamp. Parents and students can contact them when the teacher cannot solve the problem. Boukje and Eline will present themselves in each group at the beginning of the school year, so that they are known to the children. In addition, there will be occasional conversations with students to give both preventive and responsive answers to questions or problems.



Boukje van Weert



Eline Boerenkamp



# Our team

Our team is a diverse team. The age varies and we have both female and male teachers in our team. In addition to teachers and a management team we also have a headmistress and three special needs coordinators. We also work with people with specialist expertise, educational assistants, a PE teacher, a music teacher, an administrative assistant and a facility manager.



Not on the picture: miss Fieke and mister Roy (PE teacher)

**1/2A**

**Eveline Driedonks-van de Velde**

e.vandeverde@skpo.nl

**Working days**

Tue, Wed, Thu

**1/2A**

**Caroline van den Berk**

c.vandenberk@skpo.nl

**Working days**

Mon, Fri

**1/2B**

**Kim Renders**

k.renderers@skpo.nl

**Working days**

Mon, Tue, Wed, Thu, Fri

**1/2C**

**Lisse Lumbantobing**

l.lumbantobing@skpo.nl

**Working days**

Mon, Tue

**1/2C**

**Yvonne van den Broek**

y.vandenbroek@skpo.nl

**Working days**

Tue, Wed, Thu, Fri

**1/2C**

**Lisse Lumbantobing**

l.lumbantobing@skpo.nl

**Working days**

Mon, Tue

**3A**

**Lieke Gulikers**

l.gulikers@skpo.nl

**Working days**

Mon, Tue, Wed

**3A**

**Ingrid van der Werf**

i.vanderwerf@skpo.nl

**Working days**

Mon, Thu, Fri

### **3B**

#### **Ellen van Helvert**

e.vanhelvert@skpo.nl

##### **Working days**

Mon, Tue, every other Wed

### **4A**

#### **Luuk van Elzakker**

l.vanelzakker@skpo.nl

##### **Working days**

Mon, Tue, Wed, Thu, Fri

### **4B**

#### **Chelli Hendrikx**

c.hendrikx@skpo.nl

##### **Working days**

Mon, Tue, Wed, Thu, Fri

### **5**

#### **Maaïke van Leeuwen**

m.vanleeuwen@skpo.nl

##### **Working days**

Mon, Tue, every other Wed

### **5/6**

#### **Bas van Maren**

b.vanmaren@skpo.nl

##### **Working days**

Tue, Wed, Thu, Fri

### **6**

#### **Ad Bogers**

a.bogers@skpo.nl

##### **Working days**

Mon, Wed, Thu, Fri

### **7**

#### **Elise Kramer**

e.kramer@skpo.nl

##### **Working days**

Mon, Wed, Thu, Fri

### **8A**

#### **Bart van den Nieuwenhof**

b.vandennieuwenhof@skpo.nl

##### **Working days**

Mon, Tue, Thu, Fri

### **8B**

#### **Lianne van Rijckevorsel**

l.varijckevorsel@skpo.nl

##### **Working days**

Mon, Tue, Wed

### **3B**

#### **Kitty Schoonderwalt**

k.vandervlugt@skpo.nl

##### **Working days**

Thu, Fri

### **5**

#### **Amber Roos**

a.roos@skpo.nl

##### **Working days**

Wed, Thu, Fri

### **5/6**

#### **Fieke Ophuis**

f.cox@skpo.nl

##### **Working days**

Wed

### **6**

#### **Ans Siebeling**

a.siebeling@skpo.nl

##### **Working days**

Tue

### **7**

#### **Ans Siebeling**

a.siebeling@skpo.nl

##### **Working days**

Tue

#### **Ans Siebeling**

a.siebeling@skpo.nl

##### **Working days**

Wed

### **8B**

#### **Karlijn van Someren**

k.vansomeren@skpo.nl

##### **Working days**

Wed, Thu, Fri

## Managment:

Headmistress:	Jolanda van den Dungen: Mon - Fri <a href="mailto:j.vandendungen-bogers@skpo.nl">j.vandendungen-bogers@skpo.nl</a>
Special needs coordinator:	Eline Boerenkamp: Every Wed, Thu, Fri <a href="mailto:e.boerenkamp@skpo.nl">e.boerenkamp@skpo.nl</a>
Special needs coordinator:	Boukje van Weert: Mon, Wed, Thu <a href="mailto:b.vanweert-geerings@skpo.nl">b.vanweert-geerings@skpo.nl</a>
ICT specialist and innovator:	Paul Hulshoff: Tue, Wed, Thu, Fri <a href="mailto:p.hulshoff@skpo.nl">p.hulshoff@skpo.nl</a>

## Additional

VVE coordinator:	Caroline van den Berk: Thu
Music teacher:	Maria de Ruijter: Mon
PE teacher:	Roy Verstappen: Thu, Fri <a href="mailto:r.verstappen2@skpo.nl">r.verstappen2@skpo.nl</a>
Yoga teacher:	Syl Davans: (20 Wednesdays)
Social training "Rots&Water":	Lianne van Rijckevorsel: (20 Wednesdays)
School substitute teacher:	Fieke Ophuis: (varying days)
Facilities Assistant and Event Manager:	Eric Cuijpers: Mon - Fri <a href="mailto:e.cuijpers@skpo.nl">e.cuijpers@skpo.nl</a>
Administrative Assistant:	Anemarie v.d. Zanden: Mon, Tue, Thu <a href="mailto:a.vanderzanden@skpo.nl">a.vanderzanden@skpo.nl</a>
Educational Assistant:	Audrey Kruithof: Mon, Tue, Thu, Fri <a href="mailto:a.kruithof@skpo.nl">a.kruithof@skpo.nl</a>
Teaching Assistant:	Monique Henraath: Tue, Wed, Thu <a href="mailto:m.henraath@skpo.nl">m.henraath@skpo.nl</a>





# Parents at school

The involvement of parents is great at the Wethouder van Eupenschool. Parent-teacher meetings are well attended and many parents come help out at school throughout the schoolyear. Parents participate in committees for several activities, such as Sinterklaas, Christmas and sports day or they help during lunchtime.

## Our vision of the school-parent relationship

Parents should be able to trust the school's pedagogical and educational climate. Regular communication is necessary to work well together. In addition to scheduled contacts, we offer parents the opportunity to maintain daily informal contacts with our team members. We do our best to make parents feel welcome at our school. We also encourage engagement from parents with all kinds of activities. The school further ensures a well-functioning system of class parents, activities committee and participation council.



## Participation Council (MedezeggenschapsRaad, MR)

Each school has a Participation Council in which parents and teachers discuss important school matters. New policies and important decisions need the approval of this Council. Examples include the school plan, school times, the formation plan and all safety measures. Other decisions require advice, as in the case of the use of the funds received by the school, participation in educational experiments, the division of tasks at school, the holiday schedule, the admission policy and so on. The board works according to a set of rules that you can find on our website. The elected members shall remain in the Council for four years. In the hall there is a Council sign with the pictures of the members. There you can also find the suggestion box. In addition, you can always reach the Council at [mr-vaneupen@skpo.nl](mailto:mr-vaneupen@skpo.nl). We welcome your opinion and ideas about our school. You are also always welcome to attend the meetings and the annual meeting. In the annual meeting, the Council will update you on the past year and after the break one current topic will be discussed or a guest speaker will speak. You can find the reports of the MR on the website.

## MEMBERS OF THE MR

### Parents

Lidia van Hest  
Chairman

Suzanne Geux en Maurice van Dongen  
Member

Brechje Schouten,  
**Ambtelijke** Secretary

### Teachers

Eveline Driedonks - v.d. Velde  
Teacher 1/2A

Caroline van den Berk  
Teacher group 1/2A

Lianne van Rijckevorsel  
Teacher group 8B

## Joint Participation Council (Gemeenschappelijke Medezeggenschapsraad, GMR)

Matters that are important to all the schools of our board, the SKPO, are discussed in a Joint Participation Council. Each individual Participation Council designates one of its members to take part in the Joint Council. The representative of our school will be chosen at the first MR meeting. This Joint Council consists of 50% parents, just like the Participation Council. The meetings are public.

## Group Parents and activity committee

Each group has a Group Parent who will coordinate help offered to the teacher, by parents. At the beginning of each year, parents who are interested in this position, can indicate this. Four times per schoolyear Group Parents meet as a focus group to discuss matters at hand with school management.

Several issues will be discussed then. During or after the Information Evening, parents can register as Group Parent. At our school, we work with an event manager (Eric Cuijpers) and an activity committee, in which parents and teachers participate. At the start of the schoolyear the event manager and the committee review what activities will take place that year and what help is needed with this. This is then communicated to all other parents. All parents can then register to help organize these activities. The committee will then let us know who was selected and what is expected of them.

## Parental contribution

The parental contribution for additional activities is always voluntary. Since early 2021

It is NOT allowed to exclude student from additional activities, when parents don't pay the parent contribution. De Wethouder van Eupenschool has therefor decided that as of the schoolyear 2022-2023, we will no longer ask for a parental contribution. We do ask for a contribution to the school camp, which takes place in group 8.

## Parents' Funds Foundation (Stichting Oudergelden)

This foundation collects and manages the parents' funds. This includes parental contributions, the costs for the continuous roster, school camp funds and any donations. Three parents are on the board of this foundation; one treasurer, an MR member and a member of the activity committee. At the end of the financial year, an annually selected treasury committee of two parents will check the books. The account number of the Stichting Oudergelden is: NL25 INGB 0005 4719 22, in the name of Stg Beheer Financiële Bijdragen Weth. v. Eupenschool.

**Erwin Engelaar**

**Treasurer**

Parents' funds: [oudergelden.eupenschool@gmail.com](mailto:oudergelden.eupenschool@gmail.com)

## Development binder and meetings

Every schoolyear our school has five hand out moments for the development binder. Prior to the first hand out moment we have an initial interview at the beginning of the school year, where we will discuss a start form that you have previously filled in. We invite you AND your child to all interviews.

From here, goals can be formulated that your child can work on in the future.

- The first hand out moment is before the autumn break. The focus is on the student and they are asked: what do you want to learn the coming period? After the autumn break this will be discussed in a parent-teacher-child meeting.
- The second hand out moment is before the Christmas break. Now the focus is on the social emotional development of your child. Together with the student we look at how things are going in school.
- The third hand out moment is before the spring break. The focus lies with your child's cognitive development. We use a variety of sources, such as method tests and IEP tests. For the groups 1-2 we use the observation tool KIJK! (for now, this might change in the observation tool of IEP). In addition to handing out the development binder, there will be a meeting in which you will be updated by the teacher and your child about how everything is going at school and with their development. The student also highlights what they have been proud of in this past period. A pride piece is included in every hand out moment. Physical education is also specifically highlighted this time.
- The fourth hand out moment is before the May break. Social-emotional development is once again the focus of this moment. In addition we look back at moments in our thematic education or 3.O learning (Learning through Design, Discovery and Research).
- The fifth hand out moment is before the summer break. This time a whole year's worth of education is reviewed in the development binder. Cognitive data is covered, but there is also a review of the learning goal the student set at the beginning of the schoolyear. In addition, there is the option of a final meeting, if necessary (this meeting takes place at the request of parents or teacher).



**“In the parent survey of January 2023, our parents gave the school a rating of 8 out of 10 and they feel welcome at school.”**





## Experience survey

Starting last schoolyear, every year you will receive a survey about your experiences with our school and the education of your child(ren). We use the results to assess the quality of our school and make improvements. The last questionnaire went out in January 2023.

## Conversation

Sometimes things happen at school that parents (or students) disagree with. By means of conversation we are happy to come to a solution with you. Are you dissatisfied with a situation in or around the class? Then the teacher is your first point of contact for a conversation. Can you not reach a solution this way, or is the situation more related to the school organization or school policy? Then the school management is happy to talk to you.

## Complaints procedure

If you are unable to work it out with the teacher and the school management, then you can use the SKPO complaints procedure. In cases where applicable, there will be a meeting with the board. You first come in contact with the administrative secretary of SKPO: mrs J. de Jonge Baas, [j.dejongebaas@skpo.nl](mailto:j.dejongebaas@skpo.nl)

You can find the complaints procedure, including tips on how to proceed on the website: [www.skpo.nl](http://www.skpo.nl). The complete complaints procedure, which describes the process for handling complaints, is also available for inspection with the school management.



## Complaints about adverse behavior

In the event of complaints about inappropriate behavior at school, such as bullying, sexual harassment, discrimination, aggression and violence, parents and students can rely on the support of the internal confidential advisor at school. You can have them advise you at any time. This confidential advisor listens to you and gives information about possible next steps. In addition, SKPO has an independent external confidential advisor who you can ask for guidance or advice.

## Internal confidential advisor contact information

Marloes Rossieau, [marloes.rossieau@gmail.com](mailto:marloes.rossieau@gmail.com)

## External confidential advisor contact information

Irene Kersten, 040-2405558

## Sexual violence reporting obligation

In the case of complaints from parents and students about the school situation, where there is a possibility of indecent sexual behavior, sexual assault or other sexual offences by a school employee against a minor, the school is legally obliged to inform the authorities. Subsequently, the authorities shall be required to file a report to the police/justice system.

## Trust Inspector (Vertrouwensinspecteur)

For independent advice in case of a complaint, you can also contact one of the trust inspectors of the Educational Inspection via telephone number 0900-111 3111 (local tariff), on weekdays from 8.00:17.00.

## National Complaints Committee Education (Landelijke Klachtencommissie Onderwijs, LKC)

For more information, please contact the National Complaints Committee Education. Contact details: <https://onderwijsgeschillen.nl/over-ons/contact>

## Eupen Bulletin

The Eupen Bulletin appears biweekly and contains information about current affairs. This bulletin will be emailed on Friday. The dates of publication can also be found on the school calendar. The Eupen Bulletins can also be found on our website [www.vaneupen.nl](http://www.vaneupen.nl)

## Eupen News (het Eupenjournaal)

Every month or so, the Eupen News is produced which features news from the school, interviews and other fun items from the school. The Eupen News is watched in class with the students and can be found on our website.



## Parro app

When your child starts at our school, you will receive a link for the Parro app via mail. You can install this app on your phone or iPad. In the app you will find the school calendar, as well as photos of your son's or daughters group. Messages can be sent via Parro and when we need volunteers this is requested via Parro. You can also log in via your computer and receive a notification via your mail if there is a new post.

## Letters and invitations

Important events or information intended for a certain groups, will be notified by mail. We try to send all letters and information digitally as much as possible.

## School calendar

The dates for MR meetings, school evenings and development binder meetings are available on the school calendar. These can be found in the Parro app. You can also take an annual overview on paper from the boxes at the entrance to the school. All important dates are also included in the Eupen Bulletin that you receive regularly.

## Message board

Digital information boards hang at both entrances. On these, posters, brochures and daily announcements are made.

## Information night

Once a year, there is a SPIL theme night on various topics. The school and Participation Council take stock of which topics are needed from parents. You will be informed about the theme and date in the Eupen Bulletin. For the parents of the students in group 8, an information night on secondary education will be planned.

## Theme night

Once a year, there is a SPIL theme night on various topics. The school and Participation Council take stock of which topics are needed from parents. You will be informed about the theme and date in the Eupen Bulletin. For the parents of the students in group 8, an information night on secondary education will be planned.

## Internet and email

You can find our school at [www.vaneupen.nl](http://www.vaneupen.nl). On the website you will find the Eupen News, this school guide and newsletters. E-mail us at [vaneupen@skpo.nl](mailto:vaneupen@skpo.nl). Our board, SKPO, has its own website, this is: [www.skpo.nl](http://www.skpo.nl).

## Double Info

In case both parents want to be informed separately, you can let the teacher know. They then ensure that both parents receive the information from school by mail. Divorced parents are both entitled to information about their child and we have a duty to give it. At school we have a divorce protocol with agreements. If you want review these, you can request them through an e-mail to [vaneupen@skpo.nl](mailto:vaneupen@skpo.nl)



**“We make every effort to ensure that the children who attend our school do so in the best possible way to guide them toward their future.”**





# SKPO board, organization, schools

Elementary school Wethouder van Eupen is under the authority of SKPO and makes use of a number of common support functions within the SKPO staff agency. The foundation has four elementary schools in Son and Breugel and 31 schools in Eindhoven. The Eindhoven schools are part of a SPIL-centrum or its integral Child Center (Kindcentrum). All SKPO schools work with their after school care partner on the continuous development of children from zero to twelve years. Of them there are 32 regular Primary education and two special primary education (SBO). In addition, there is a primary school especially for children of parents who recently started living in the Netherlands.

## Privileged education for all students

The schools of SKPO are more than just an administrative unit. We are a recognizable group of primary education schools with a common ambition, the same values and a shared social mission: to offer opportunity-rich education to all our students. We find it important that our goals and motivations are visible throughout the organization. From our like-minded basic attitude we are interconnected and we strengthen each other.

## Strategy and focus 2020-2024

To best prepare our students for their future in an ever-changing world, over the next few years we are focusing on these three focal points:

- Challenging and innovative education;
- World citizenship;
- Sustainability.

We do so under the motto of *Leren met Lef*: learning with courage. More of yourself, more trust, More coloring outside the lines.

Each school walks this course from its own starting point and in its own way, matching the development phase and individuality of the school. We make progress on the strategy every year by means of a course map with 'course keys', which we discuss with the board and each other.



## Quality care

At SKPO we work from confidence in children and adapt our education every day with every student fitting in. For us a radiant child is proof that our education is of high quality. This requires an intention that is widely shared and expressed, a foundation that is in order and a good dose of courage. It also requires a professional culture in which we question everything on whether it contributes to the realization of opportunity-rich education for all our students. We are engaged in an open dialog with each other and with our partners. Everything we do, we do from the core values of development, individuality, responsibility and connection. If you would like to read more about SKPO, please visit our website [www.skpo.nl](http://www.skpo.nl).

# Additional information



## Absence

In the absence of children due to illness or any other cause, you can inform us by phone, preferably before school starts, on 040-2446044. In addition, you can use the Parro app to report your child ill or absent. If a student is absent and this is not accounted for, the school will contact the parent(s). This also happens in case of regular failure to clarify their reasons. Schools have a duty to register all absenteeism and to register repeated unauthorized failure to the school attendance officer.

## Library membership

All children are free members of the public library Eindhoven. At the start of the year they get a (new) library pass. At school we have a library where children can borrow books to read at home and at school.

## Cycling

There is bicycle parking behind the school. The number of bike racks is limited and this is why it is mainly intended for students who live further away. We would like to have the bikes placed in the racks to prevent falling and to keep the emergency exits free. Please note that just before and after school, bicycles are not allowed in the schoolyard due to the safety of other children.

## Photos and videos, privacy

We regularly take pictures of fun or interesting situations and events at school, and so do parents. We also film activities for the Eupen News and sometimes we make a video recording in class to use for learning purposes. At the time of enrollment parents will receive a form where they can indicate if they allow their children to be filmed and/or to be photographed. You may revise this every year. We would also ask you to take into account the privacy of other children, parents and teachers.

## Lost and found

In the hallway there is a basket in which we collect found items. Once every six months we donate all the unclaimed items to a Humanabox. Before we donate the lost and found, we display all the items for a few days in the hallway.

## Snacks and drinks

In addition to their lunch, most children bring a small snack and a drink for snack time. This snack is intended to be a small snack, such as a piece of fruit or a muesli bar. As a drink we advise your child bring a reusable cup instead of a juice box. Soft drinks are not allowed. All children eat and drink in the classroom and after have the time to play outdoors.

## Head lice

Head lice remains a problem in primary schools. The school therefore has a lice protocol drawn up. To prevent infection, volunteering parents regularly check the heads of children in groups 1 to 8. The dates of these checks are on the school calendar. When lice is detected, the teacher will contact the parent(s). Once your child has been treated, they can come back to school. Please let us know if your child has lice so that we can do an extra check if necessary.





## Studentcouncil

School is more than just learning. The children not only learn and develop, but they also have a say in all kinds of school matters. For this purpose, we have a student council. With the council, we want to ensure that the students also take responsibility and are involved in decisions and changes we make in the school. From group 5 onwards students from each group are elected to represent their group on the pupil council. Beforehand the (meeting) points are discussed in their own group, so that the student can represent the group's opinion in the council. There are four meetings during the schoolyear. Meetings are during school hours.



# Happy healthy children

Growing (up) healthy and safe is normal for most children. As a parent or carer, want only the best for your child, so they can grow up in a safe and stimulating environment. At primary school, the child's development is rapid. This can also raise doubts, questions or concerns. Youth Healthcare (Jeugdgezondheidszorg, JGZ) can help.

## Youth Healthcare

Our school works with the team Youth Healthcare (JGZ) of the GGD Brabant-Zuidoost (Gemeentelijke Gezondheidsdienst: Municipal Health Service). This team consists of a junior doctor, nurse, assistant and a health promotion employee. Youth healthcare is available for all children and their parents, from birth to 18 years old.

*What can the JGZ team do for you and your child?*

## Health screening

Is your child in group 2 or 7? You will receive an invitation to a health screening. During this examination the employees of the JGZ team are looking at the physical, mental and social development of your child. Growth, weight, lifestyle, speech and language are checked for example, but also behavior and school absenteeism. Maybe you have questions yourself? During the examination these can be asked.

## Let's talk....

My daughter in group 3 is not quite potty-trained yet. My son finds it difficult to play together with other kids. I have a picky eater at the table. Are these tantrums my has child normal and how can I handle this the best? You can always contact team JGZ for such questions. Talking to an expert often provides new insights and helps you move forward. They offer a listening ear, give help and advice and information that helps. If necessary, they will refer you on.

## Care Team

JGZ also participates in the care structure of the school, they can join the care consultations at school.

## Additional information

Reliable and up-to-date information on growing up and education can found on the website [www.groeigids.nl](http://www.groeigids.nl).

This information has been developed by Education Information (Opvoedinformatie Nederland) in cooperation with scientists and practical experts, and has also been tested by parents. You can also find this information for free in the GroeiGids app. This app will help you follow your child's growth and development in growth curves, automatically receive messages with info and tips and you can create your own growth path with special occasions.

## Vaccinations

All children in the Netherlands are entitled to vaccinations against 12 serious infectious diseases. That is regulated in the National Government Vaccination Program (RVP). From the age of 9, all girls and boys will be invited to the group vaccinations BMR/DTP (9 years), HPV (10 years) and Meningococci ACWY (14 years). The GGD carries out these vaccinations. They do this every year in the spring and autumn at various locations in the region. Is it your child's turn? Then you will automatically receive an invitation from the RIVM.

## Always welcome

Do you have questions or would you like to make an appointment for a health examination or conversation? Please contact the Youth Healthcare team. Log in using your DigiD code on the JGZ portal: <https://jgzportaal.ggdbzo.nl>. Here you have 24/7 online access to your child's details up to the age of 11 and you can ask questions. Prefer to call? Call 088 0031 414 on Monday to Friday between 8.30 and 17.00.

## The GGD does more

The GGD helps schools with projects on for example obesity, drug use, bullying and sexuality. GGD staff provide educational meetings and courses for parents, schools and children. Every 4 years, the GGD carries out a major study about the health of all children from 0 to 11 years and ages 12 through 17. With the results of these studies, local authorities and schools can use them to develop policies and activities, among other things. The GGD is busy with the process of preventing, combating and detecting infectious diseases. Want to know more? Visit [www.ggdbzo.nl/mijn-kind](http://www.ggdbzo.nl/mijn-kind)

## Cellphones and other devices

During school time, students can't use cellphones. The student will make appointments with the teacher about where to store the phone during class. The school is not responsible for loss or damage to phones. The same goes for other devices.

## Crossing the street

There is no cross over guide when crossing the Odysseuslaan in front of the school. Please minimize the amount of time you come by car. If you do come by car, we ask you to drive very slowly and to not let your child(ren) leave the car on the crossing point.

## Breaks

In addition to their lunch, most children bring a drink and/or something to eat (fruit or a muesli bar) for snack time. They eat this in their own classrooms. After this, they have recess for 15 minutes. For lunch, the teacher or someone from our staff is with the students in the classroom while they eat. After that, the students play outside for 20 minutes, weather permitting. When the weather is bad, they play inside.

## Schedule sportlessons

Monday	Friday
8.45 - 9.30 hours Group 5/6	8.45 - 9.30 hours Group 3B
9.30 - 10.15 hours Group 3B	9.30 - 10.15 hours Group 3A
10.15 - 11.00 hours Group 3A	10.30 - 11.15 hours Group 4B
11.00 - 11.45 hours Group 7	11.15 - 11.30 hours Roy clears materials away
11.45 - 12.30 hours Group 4B	11.30 - 12.05 hours Roy prepares lesson
12.30 - 13.15 hours Group 5	Group 1-2 in play room
13.15 - 14.00 hours Group 8A	11:30 - 12.20 hours Group 4A
14.00 - 14.45 hours Group 8B	12.20 - 13.15 hours Group 6 PE lessons in the play room by Roy:
	12.35 - 13.05 hours Group 1/2B
	13.05 - 13.35 hours Group 1/2C
	13.35 - 14.05 hours Group 1/2A
Thursday	
8.45 - 9.30 hours Group 8B	
9.30 - 10.15 hours Group 8A	
10.15 - 10.25 hours Pauze Roy	
10.25 - 11.10 hours Group 7	
11.10 - 11.55 hours Group 6	
11.55 - 12.30 hours Break Roy	
12.30 - 13.15 hours Group 5/6	
13.15 - 14.00 hours Group 5	
14.00 - 14.45 hours Group 4A	
15.00 - 16.00 hours After-school sports	



## Subsidy schemes

What if you want your child to join extracurricular activities, but there are financial limitations? Some parents can't let their children participate in sports, music or dance lessons, hobby club, etcetra, because they cannot afford it. Even the costs for school (e.g. school supplies, school travel, camp, excursions) are sometimes not a possibility. In many cases, families can apply to the municipality for special assistance, or use other support arrangements. To do so, one must report to Inwonersplein, Stadhuisplein 10, phone number 040 2386000 ([www.eindhoven.nl](http://www.eindhoven.nl) under 'werk en inkomen').

### **Stichting Leergeld** ([www.leergeld.nl](http://www.leergeld.nl))

Stichting Leergeld Eindhoven

Dr. Cuyperslaan 64

5623 BB Eindhoven

Phone number: 040 – 213 11 41

E-mailaddress: [info@leergeldeindhoven.nl](mailto:info@leergeldeindhoven.nl)

Available at:

Monday 9.00 to 12.00

Tuesday 9.00 to 12.00

Wednesday 9.00 to 12.00

Thursday 9.00 to 12.00

Closed on Friday

Foundation Education Funds (Stichting Leergeld) is meant for children, whose parents/guardians are in a financial difficulty and are therefor not able to participate in activities that the school organizes, or to do sports, movement, music, dance, etcetera. The foundation can make a contribution to these activities or provide a contribution for the purchase of a bicycle, a computer, or various school supplies. The foundation works with volunteers. They do house visits to discuss all possibilities and wishes with the applicant. Parents/carers can contact the foundation, but others too can do this for them. On the house visits, the visitor will also check whether local facilities can be used and may be helpful. If the foundation encounters requests that involve sport or culture, they will ensure that the requests are forwarded to a relevant third party. The foundation can also help in the form of providing an advance, or an interest-free loan. The foundation treats all requests in all confidentiality.

### **The Youth Sports Fund** ([www.jeugdsportfonds.nl](http://www.jeugdsportfonds.nl))

Postbus 2358, 5600 CJ Eindhoven

e-mail: [consulent.eindhoven@jeugdsportfonds.nl](mailto:consulent.eindhoven@jeugdsportfonds.nl)

040-2193349

This foundation believes that every child must have the opportunity to exercise. Exercising is fun to do, you grow physically and mentally, you develop self-confidence and a good feeling of your self-esteem. It also brings you into contact with others. Club-related sports promote moreover, individual, social and societal integration. Parents/carers cannot submit their own application, but must have one do so through an intermediary (e.g. the school, a social worker, Stichting Leergeld, or someone else involved in the support of the family). The fund pays the contribution and any sports fees up to a certain amount. The fund does not pay any money to children or the parent(s), but directly to the sports facility or shop.





**The Youth Culture Fund ([www.jeugdcultuurfonds.nl](http://www.jeugdcultuurfonds.nl))**

Postbus 2358, 5600 CJ Eindhoven

email: [consulent.eindhoven@jeugdcultuurfonds.nl](mailto:consulent.eindhoven@jeugdcultuurfonds.nl)

Hanna Huisman, consultant

email: [eindhoven@jeugdcultuurfonds.nl](mailto:eindhoven@jeugdcultuurfonds.nl)

The Youth Culture Fund wants all children in the Netherlands to be able to develop in at least one art discipline. The self-practicing and experiencing of culture is the basis of cultural life. You practice art for yourself, because it is nice and relaxing. But it also contributes to your personal development, to the feeling of belonging and to sharing experiences. The effects of developing your own creativity and letting people see you for who you are and what you live for, are great. Anyone who works on art will gain more confidence, concentration and increased social skills. That is why the Youth Culture Fund also gives children from families who have difficulty financially the opportunity to actively participate in art. The fund does not pay any money to children or to the parent(s), but directly to the cultural institution. Parents/guardians cannot submit an application themselves, but have to have it done by an intermediary (e.g. the school, one Social worker, Stichting Leergeld, or someone else involved in the support of the family).



## Birthday treats

With birthdays come celebrations! The birthday boy or girl gets extra attention, is sung to and is allowed to bring a treat for the entire group (traktatie, trakteren). In groups 1-2, parents can come and celebrate their child's birthday. Sweets, treats and crisps/potato chips are not allowed at any time other than birthdays or other celebrations. This includes in their lunch box and for snack time. For birthdays, please limit the treats (no full treat bags) and keep the health aspect in mind. We are seeing more and more toys with treats which is of course fun. With an eye on sustainability, we would kindly ask you to refrain from this.

## Calendar 2023-2024

The school breaks and holidays are fixed in the Brabants holiday consultation

Autumn break	24-10-2023 to 28-10-2023
Christmas break	25-12-2023 to 5-1-2024
Spring break	12-2-2024 to 16-2-2024
Easter Monday	1-4-2024
May break	22-4-2024 to 3-5-2024
Ascension (Hemelvaart)	9 en 10-5-2024
Pentecost Monday	20-5-2024
Summer break	8-7-2024 to 16-8-2024
Start new schoolyear	19-8-2024

### Half Fridays

**13 October, 22 December, 9 February, 19 April en 5 July, the students are off from 12:30.**

### Extra days off (7 study days):

**Tuesday 19 September 2023, Thursday 5 October 2023, Wednesday 6 December 2023  
Friday 2 February 2024, Monday 18 March 2024, Friday 7 June 2024, Monday 10 June 2024**

## Leave Policy

Under the Compulsory Education Act, we may only grant leave under 'serious circumstances' for absence of students of compulsory school age (from 5 years of age), for a maximum of 10 school days per year. This includes, for example, leave to attend a wedding, anniversary or funeral of close family members. We can only grant extra vacation days if an employer's declaration shows that the parents cannot go on holiday for two consecutive weeks. You can request leave via a form from the headmistress.



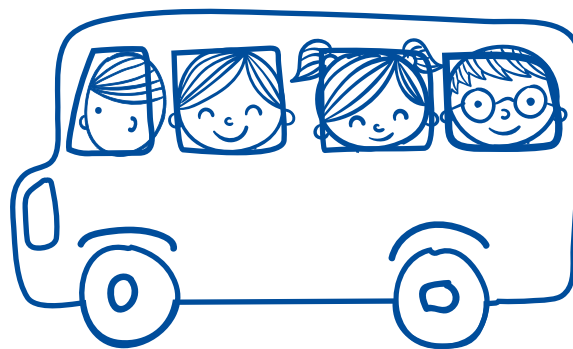
## Substitute teacher

In the absence of a teacher due to illness or leave, we try to replace them instantly with a substitute. Our board has a substitute pool for this. The substitute pool has been well 'stocked' over the years and often we were able to successfully call on it. Unfortunately, due to the teacher shortage, the pool has shrunk in numbers. This means that there will be no substitutes available more often. If no one is available, we look for a solution internally according to a flow chart. For example, a solution could be to distribute students over other groups. A last resort solution is sending a group of students home.

## Transport during excursions

When transporting our students, the Road Traffic Act is our starting point. This law stipulates that children less than 1,50m tall, must be seated in the back seat and wear a seatbelt when traveling by car. Children less than 1,35m tall and weighing less than 37 kg, should be seated in an approved child seat according to the law. We are committed to complying with these rules. Schools may deviate from this in the case of occasional transport.

When traveling by bus we make sure that children stay in their seats and the maximum number of people that is allowed on the bus is not exceeded. When seatbelts are available on the bus, children are obliged to wear them.





## Addresses

### Board

Stichting Katholiek en Protestants Onderwijs Eindhoven e.o. (SKPO)  
Vonderweg 12  
5616 RM Eindhoven  
[www.skpo.nl](http://www.skpo.nl)  
Phone: 040 259 53 20

### Inspection of Education

[info@owinsp.nl](mailto:info@owinsp.nl)  
[www.onderwijsinspectie.nl](http://www.onderwijsinspectie.nl)  
Phone: 1400  
(toll-free number for questions on education)

### Contact Point Confidential Inspectors

Phone: 0900 111 31 11

### Parents & Education

[www.oudersenonderwijs.nl](http://www.oudersenonderwijs.nl)  
Phone: 088 605 01 01

### Youth Health Care (GGD)

GGD Zuid-Oost Brabant  
Postbus 8684  
Visiting address:  
Witte Dame  
Clausplein 10  
5611 XP Eindhoven  
Phone: 088 003 14 14 (available from 8.00 to 17.00)

### After School Daycare

Korein Foundation  
Kinderplein Cassandraplein  
Cassandraplein 3  
5631 BA Eindhoven  
[info@korein.nl](mailto:info@korein.nl)  
[www.korein.nl](http://www.korein.nl)  
Phone: 040 294 89 89

### Elementary School Wethouder van Eupen

Odysseus 6  
5631 JM Eindhoven  
[vaneupen@skpo.nl](mailto:vaneupen@skpo.nl)  
[www.vaneupen.nl](http://www.vaneupen.nl)  
Phone: 040 244 60 44







Odysseuslaan 6 • 5631 JM Eindhoven • T. 040-2446044