

## School Handbook 2024 - 2025

### Why a school handbook?

Primary school is a part of life, both for the students and for you. You entrust your child to the care of primary school teachers for a large part of the day.

Schools differ in quality, method, and atmosphere. That is why the government asks primary schools to create a school guide. This guide can help parents choose a primary school. In the school guide, a school writes about the atmosphere in the school and what it teaches your child, why it does so, and how. It also contains a lot of practical information about school hours, holidays, daily schedules, and how lessons are taught.

This school guide is intended for parents whose children already attend our school and for parents of future students. An up-to-date school guide is published annually. In this guide, we explain our way of working and what parents can expect from us.

We hope you will enjoy reading our school guide. Of course, you are always welcome for a conversation.

On behalf of the team,  
Elsa Mast

## Our school

### 'A School for Children of the World!'

OBS de Wereld is an internationally oriented school attended by children from over 25 different countries.

We strive to ensure that the international character of our school is evident in our day-to-day activities. Our school population consists of pupils from various backgrounds, each with their own culture and religion. Children from different cultures learn about and come to understand each other's backgrounds. Our aim is to create a community where the focus is on self-respect, as well as respect for others and for differences.

At OBS de Wereld, our starting point is a positive attitude towards the child. We make children feel that they matter. By approaching children positively, they will see themselves and others in this way. We aim for a balance between the development of the individual and that of the group.

We regard communication with pupils and parents as very important. For this, we use the Parent Portal. The Portal enables us to communicate quickly with parents, so we advise you to consult the Parent Portal actively. At the beginning of the school year, there is a general parent meeting for each group. Additionally, there are three parent-teacher meetings per year. You will be invited to these meetings through the Parent Portal. Details about the school can also be found on the school's website as well as on the information screen located in the school hall.

Parents and the school are partners in the child's development. We are glad to see parents at school, so that communication between the school and home is frequent. If there are differences of opinion, we try to find a solution together, placing the child's interests first.

Our objective is to create an open and inspiring learning environment, in which children become acquainted with various aspects of society. In addition to social education, we consider it important that children grow up to be critical and self-confident members of society.

## The quality of our school

### What is the quality of our school?

At OBS de Wereld, we not only provide education but also focus on the upbringing of children. We place great importance on social education, learning to interact with others, considering each other, and taking responsibility for the environment in which they spend their entire day. In addition to a solid foundation of learning materials, we believe it is essential that our students learn to work independently, enjoy their work, and feel at home at school. Therefore, the success of a student at our school cannot be measured solely by grades.

We use the "working with quality cards" method (WMK-PO and MSP). The results from this method highlight the strengths and weaknesses of our organization. We address the areas for improvement systematically to further enhance our educational organization. We evaluate our quality annually through self-assessments and the results from surveys conducted among students, parents, and staff.

Based on our self-evaluation and previous surveys, we have worked on improvement plans over the past school year.

For the coming year, we aim to work on:

- Strengthening didactic skills by using the EDI model.
- Further implementing and securing the Kanjermethode.
- Implementing the new language and spelling method for grades 4 through 8: Taal Actief 5.
- Introducing a new early childhood education (VVE) method for preschoolers Speelplezier.
- Enhancing our professional culture by making greater use of each other's expertise.

### School plan

OBS de Wereld operates based on a school plan that broadly outlines how we shape our education and envision the future. The school plan for the 2023-2027 period can be requested from the administration.

### Independence

At OBS de Wereld, we highly value students' sense of responsibility and ownership. Teachers are trained to guide students toward independence and responsibility for their own behavior. The teacher's actions are focused on ensuring that all students in the group can work independently and with concentration. From grade 3 onwards, students work with daily and weekly tasks.

### Public primary school

OBS de Wereld is a public primary school where everyone is welcome. A public school serves as a meeting place for people with different beliefs and worldviews. One of the objectives of public education is to learn to deal with and respect different perspectives and to understand that all people are different.

### Cooperation with external organisations

We work on projects with organizations such as Groene Wiel, Kunstmenu Wageningen, and Bibliotheek Wageningen. We value collaboration between different disciplines to gain a comprehensive understanding of students. Jointly organized activities include celebrations and sports events. Specific examples of our collaboration are "El Cafecito," a coffee moment for parents twice a week in the morning. Additionally, every week, a staff member from Startpunt is available at our school to answer questions about parenting. The library provides a representative from the digital language house every week to assist with digital queries.

### School Board

The PPO De Link school board governs eleven public primary schools in the municipalities of Renkum, Rhenen, Oosterbeek, and Wageningen. With respect for each school's unique character, we work together to maintain a vibrant and visible public primary education system in the region. By pooling our resources, the schools can learn from each other and address certain issues collectively. PPO De Link has an office in Rhenen, where an executive and staff members are based. Our goal is to provide high-quality education. While schools ensure educational and pedagogical quality, PPO De Link provides good support in areas such as personnel, housing, and finances.

### Enrollment

If you wish to enroll your child, you can schedule an appointment for a conversation with the principal or the internal supervisor. During the appointment, we will give you a comprehensive tour of the school to help you get a feel for the atmosphere. When your child turns three, you can make an appointment for an introductory meeting. You can ask all your questions and get to know the school. It is possible for your child to spend ten half-days in the lower grades to get accustomed to the school.

If you are enrolling an older child who is changing schools due to, for example, a move, your child will be integrated into the group as soon as possible. In the case of a move, children are always welcome. We would like to be informed about your child's educational history. This will be done in consultation with the parents and the previous school.

### Parent Portal / ouderportaal

With the Parent Portal, we aim to involve parents in their child's education and enhance communication between home and school. This not only fosters a better relationship with parents but also ensures better coordination regarding the child's learning journey. In this secure and encrypted environment, parents and the school can keep each other informed and access relevant information. All data and communication within the Parent Portal are encrypted for security. This allows you to easily access and review all information in one convenient location while also considering environmental impact. You can find relevant documents, group news, photos, absentee notifications, parent-teacher meeting schedules, and the school calendar here. The Parent Portal app provides instant notifications to parents' smartphones whenever there's news. We expect parents to actively use the Parent Portal.

### GDPR (General Data Protection Regulation) (AVG)

Within the PPO de Link foundation, we adhere to a transparent and clear authorization policy that precisely outlines who can access, modify, and store data. Consent for the use of student imagery is obtained once and checked annually. Parents can modify this consent at any time. Taking photos or videos within the school premises is not permitted for students.

## The Team

At our school, we have classroom teachers, teaching assistants, an Learning support coördinator, a principal, an administrative staff member, a specialist teacher for humanist education, a physical education specialist, and a school support staff member. Every year, we welcome interns to gain practical experience alongside their theoretical lessons.

## Parental Involvement

The school's decision-making body, the School Council (MR), comprises two parents and two staff members. They contribute to and decide on policy plans, staff appointments, budget allocation, premises, vacation schedules, etc. An MR member serves for two years initially and can seek re-election afterward. Within the MR, elected parents represent the entire parent community. MR meetings are open to the public, and meeting minutes are available on the website. For any queries or suggestions, you can email the MR at [medezeggenschapsraad@obsdewereld.eu](mailto:medezeggenschapsraad@obsdewereld.eu). Similarly, the Joint School Council (GMR) represents all public schools in Wageningen, Renkum, Oosterbeek, and Rhenen. It includes a parent and a staff member from each school under PPO de Link. The GMR makes decisions that affect all schools within the organization.

## Group Size

We aim for small groups in the lower years and a manageable group size in the upper years. For groups 1 and 2, we deliberately opt for heterogeneous groupings. From group 4 onwards, there may be combined classes due to student numbers. The transition class consists of a maximum of 15 students and is intended for children who are new to the school and do not yet speak Dutch. Young students who do not speak Dutch and cannot yet read and write in their own language are often placed in kindergarten or group 3.

## Facilities

OBS de Wereld has seven classrooms at its disposal. There are six classrooms in the main building and one classroom in the annex. The annex is also used by childcare for children aged 2 to 4. There is a playroom for kindergarteners in the main building, which can also be used as a classroom. The classrooms are deliberately spacious, allowing the teacher to work simultaneously with a teaching assistant (tutor) and/or an intern in one room. We use digital whiteboards and Chromebooks. Each child has a personal login code and access to programs tailored to their learning level. We expect students to bring their own headphones (with wires) to school for personal use at the beginning of the school year. The annex also has a school garden where various groups work in collaboration with parents.

## Daily Routine

### School Hours

The school hours are the same for all groups. School starts at 8:30 in the morning, but from ten minutes to half past eight, students and their parents are welcome in the classroom. This "open door" policy lasts until half past eight, at which point parents leave the classroom and students continue or begin their work. We intentionally opt for a calm start to the morning. The "open door" policy aims to facilitate a smooth transition from home to school environment. Therefore, both parents and teachers are present in the classroom. However, this time is not suitable for discussions with the teacher; we prefer to schedule appointments for that purpose. In groups 1-2, there are two play-in sessions per week where parents can join in until 8:45 am.

The lesson times for the 2024-2025 school year are as follows:

Monday: 8:30 am - 2:00 pm

Tuesday: 8:30 am - 2:00 pm

Wednesday: 8:30 am - 2:00 pm

Thursday: 8:30 am - 2:00 pm

Friday: 8:30 am - 2:00 pm

### Holidays and Days Off

The holiday schedule for the 2024-2025 school year is as follows:

Autumn Break: October 28th - November 1st

Christmas Break: December 23rd - January 3rd

Spring Break: February 24th - February 28th

May Break: April 21st - May 5th

Ascension Day: May 29th - May 30th

Whit Monday: June 9th

Summer Break: July 21st - August 31st

### OBS de Wereld Study Days:

September 20th

November 18th  
February 6th, 2025  
March 19th - Study Day PPO de Link  
May 6th  
June 10th  
July 4th

### Number of Teaching Hours in 2024-2025

Groups 1 to 8 have a total of 944 hours of schooling.

### Physical Education

All groups have physical education classes every week with a specialized instructor. The school provides students with a gym bag in which they can store their gym clothes. The kindergarten's playroom is located in the main school building. There's also the possibility that students from groups 1-2 will have their gym classes at Het Binnenveld. This gymnasium for groups 3 to 8 is situated on Marijkeweg. Because Het Binnenveld is a distance away from the school, our gym classes are combined, and students have gym for an hour and a half consecutively.

### Eating and Drinking During Breaks

As a school, we provide an environment where we teach children healthy eating habits, starting with the break time. Our policy regarding breaks at our school is that students receive a portion of vegetables or fruit (cleaned) to eat together in the classroom. From group 3 onwards, students can also bring a sandwich alongside their fruit or vegetables. Additionally, we only drink water at school. You can provide your child with a bottle, plastic cup, or sports bottle for this purpose. There is no candy allowed at school, and students are not permitted to bring candy. We see this policy as a valuable investment in the health of the students, both now and in the future. However, we may make exceptions for special occasions and enjoy sweets during celebrations. During breaks, teachers and volunteers supervise the schoolyard. In case of bad weather, we remain indoors.

### Birthdays

When a child has a birthday, it's a celebration! We celebrate this within the class. Birthday children are allowed to treat their classmates. Parents and teachers highly appreciate healthy treats. The expectation is that the student distributes one edible treat in the classroom. Bags with various types of candy or gifts are not allowed and should be taken back home. It's advisable to consult with the teacher beforehand regarding the choice of your treat. The birthday child may visit all the classrooms with a large birthday card where teachers write their well wishes. Four-year-old students may treat their classmates at daycare; they don't do this at school yet.

### School Trips and Camp

Groups 1 to 7 go on a school trip once a year. Doing something fun and/or educational outside the classroom, in a completely different environment from the school, fosters a positive sense of group belonging. It's an exciting outing for the students, eagerly anticipated throughout the year. Every year, the students from group 8 go on a school camp, for which we ask parents for an additional financial contribution, as we do for the school trip.

### Reporting Your Child's Absence

If your child is unable to attend school due to illness or a doctor's appointment, we kindly request that you inform us as soon as possible, preferably before the start of lessons. You can do this by using the parent portal and indicating the absence there. If your child falls ill during school hours, you will be notified. Therefore, please always provide us with up-to-date contact numbers so we can reach someone at all times. Don't forget to also notify the after-school care (BSO) of your child's absence.

### Teacher Absences

Sometimes, we encounter teacher absences. We try our best to manage this by using substitute teachers. Unfortunately, substitutes can be scarce, and occasionally, there may be no replacement for the class. We strive to prevent this from happening as much as possible.

### Extra School Absence

Requests for leave outside of school vacation periods should be submitted in writing to the principal eight weeks in advance. Before applying for additional leave, we advise you to first discuss it with the principal. For absences exceeding ten days, consultation with the attendance officer is necessary.

Reasons that are not considered significant for extra leave outside of school vacations include:

- No other booking options for holidays
- Holidaying out of season due to lower prices
- Invitation from grandparents and/or family members to go on vacation or for an outing
- Leaving for vacation early to avoid traffic congestion

## What do students learn at school?

### Groups 1 and 2

On Monday, Tuesday, and Thursday from 8:20 to 8:30 a.m., students read a picture book with their parents until the school bell rings. On Wednesday and Friday, the parents can join children in their play until 8.45 a.m. By 8:30 a.m., students must be in class as lessons begin. In groups 1 and 2, the curriculum revolves around various themes, such as the seasons, holidays, and children's book week.

Every 3 to 4 weeks, a new theme is introduced, and the lesson plans are fully aligned with it. For instance, if the theme is "autumn," stories, songs, games, and even gym lessons will relate to it. Vocabulary lessons and practice programs are also tailored to these themes using the LOGO 3000 method.

The daily schedule for group 1/2 is as follows: after the drop-off period in the morning, there is circle time, work and play, eating and drinking, outdoor play or gym, then either going home or staying for lunch. The afternoon also starts with circle time, followed by work and play, outdoor play, and then going home. There is a strong focus on independence, encouraged through the use of 'daily routine cards.' These cards and the choice board provide students with a clear structure for the morning and afternoon activities.

For the youngest students, getting accustomed to their new school environment is key. They learn through play and examples from their own experiences, acquiring concepts and skills related to reading, math, and writing.

For students in group 1/2 who need extra support, there is an educational assistant (tutor) who prepares them for the next day's lesson.

### Education in Groups 3 to 8

Parents are welcome during the drop-off period from 8:20 to 8:30 a.m. This is a valuable time for your child to update you on their school activities. The foundation laid in kindergarten is built upon from group 3 onwards. The subjects taught are broadly categorized. First, there are the core subjects such as reading, writing, language, and mathematics. Additionally, there are subjects like world orientation, physical education, humanistic education, and cultural education. In principle, we do not favor homework, but if desired, additional work can be provided in consultation with the parents. Textbooks do not go home, but workbooks do. Below, we will briefly discuss the various subjects.

### Reading

#### Learning to Read in Group 3

It is always remarkable to see how quickly students in group 3 learn to read. From August to January, all letters and many words are taught. Starting in February, the focus shifts to reading fluently and accurately. The method we use provides leveled reading books from the beginning of the school year. Additionally, there is an extensive package of materials available to address learning difficulties.

For students who fall behind, we offer extra practice materials. Students who grasp the material easily are provided with enrichment and advanced content. The reading method we use is called "Lijn 3."

#### Advanced Reading in Groups 4 to 8

In groups 4 to 8, we dedicate a lot of time to developing technical reading skills. For this, we use a method for continued technical reading called "Station Zuid." This method also places significant emphasis on reading motivation and accommodates various levels within a single class.

#### Promoting Reading

Each group regularly visits the library and utilizes the school's subscription to the public library, which broadens the range of available reading books. This selection is aligned with classroom themes. There are frequent read-aloud sessions in the class. Every few weeks, we have a "lazy reading" moment where children from different groups read together at a self-chosen location within the school.

We strongly encourage visits to the library. It is important for all students to be members of the Public Library, which is free in Wageningen. We place significant emphasis on Children's Book Week and participate in the National Reading Days. Since last school year, we have had a library within the school, allowing students to borrow books directly from school.

#### Reading Comprehension

Reading comprehension involves students practicing understanding texts through instruction in strategies essential for comprehension. This starts in group 3 with the "Lijn 3" method, and from group 4 onward, we use the "Nieuwsbegrip" method.

#### Protocol for Reading Problems and Dyslexia

In the Netherlands, about ten percent of elementary school students struggle with learning to read. Poor reading skills have far-reaching consequences for the entire school period and for functioning in a literate society like ours. To improve

education for students with reading problems, we use the “Protocol for Reading Problems and Dyslexia” at our school. With a detailed step-by-step plan, teachers, in collaboration with the Learning support coördinator, can systematically monitor and support students. For most students with reading problems, this will lead to improved reading skills. However, for some students, the reading process will always be challenging. These children require specialized help focused on achieving the highest possible level of literacy. If parents suspect that their child has a hereditary predisposition to dyslexia, it is advisable to discuss this during the initial meeting with the school.

### Writing

To teach good handwriting, we use a writing method from groups 3 to 8 that emphasizes the communicative function of writing. Therefore, the method actively focuses on readability, writing speed, and the application of handwriting in various functional situations. We use the “Klinkers” method.

### Language

In group 3, language, reading, and spelling are taught as integrated subjects without distinction. The language method “Taal actief 5” for groups 4 to 8 covers: listening comprehension, technical reading, reading comprehension, writing, spelling, vocabulary, speaking, and listening.

### English

In recent years, English has played an increasingly significant role in the lives of young children. The daily exposure they receive through television, internet, radio, and music has increased substantially. Many of our students are exposed to diverse cultures and languages. English is a crucial global language, so we value an early start with English. Starting from group 1, our students receive English lessons through the “Blink Engels” method. These lessons align with the themes being worked on in the lower grades. Naturally, Dutch remains the primary language of instruction at school.

### Mathematics

We use the Math Method “Pluspunt 4.” Learning math with “Pluspunt 4” means there are ample opportunities at various levels for all students. There is a diverse range of practice materials to master math skills. An hour is dedicated to math each day. We have a math coordinator, Janneke Schrijver, who supports the team in math education and conducts classroom observations.

### World Orientation

World orientation includes geography, history, nature education, traffic education, and citizenship. These subjects help children explore the world around them, starting close to home in the lower grades. Throughout the school years, their perspective expands in space (geography), time (history), and nature. We use the methods: “Naut,” “Meander,” and “Brandaan” version 2. In all groups, we use lessons from the nature and environmental education center of the municipality of Wageningen, the Groene Wiel. The center develops various lessons for schools in Wageningen.

### ICT

At our school, the use of digital whiteboards and Chromebooks is integrated into the educational process. Within the principles and objectives of our school, as described and elaborated in our school plan 2023-2027, independent work holds a prominent place. ICT plays a crucial role in achieving these goals. Chromebooks are primarily used as a supplement to the educational offerings. Additionally, programs are used for remediation of learning delays and enrichment of materials for gifted students.

### Physical Education

In physical education, we offer various forms of movement and games. We focus on the quality of movement and the skills necessary for good play, as well as the social aspect of playing together. Sportsmanship is paramount. All groups have weekly physical education classes taught by a specialist teacher. Students receive a gym bag from the school in which they can store their gym clothes. The playroom for kindergarteners is located in the main school building. There is also a possibility for group 1-2 students to have gym classes in Het Binnenveld.

The gym for groups 3 to 8 is located on Marijkeweg. Since Het Binnenveld is some distance from the school, our gym lessons are combined, and students have gym classes for an hour and a half at a time. In kindergarten groups, physical education is scheduled daily, which may also include outdoor play activities.

### Social Emotional Development

We use the “Kanjer” method throughout the school. This program helps children learn and practice social skills. Parents are kept informed about the method and skills we practice via the Parent Portal and the digital board in the hall, ensuring a strong connection between school and home. At the beginning of the school year, a parent evening is organized to explain the Kanjer training.

### Active Citizenship

Our school has many students from different language, cultural, or religious backgrounds. This diversity teaches students to handle these differences. Teachers incorporate this into the daily school program. Given the cultural diversity at our school,

we emphasize this aspect significantly. Annually, we celebrate the Country Festival, allowing students to learn about and appreciate various cultures. Students have a say in matters that concern them through the student council, which is managed professionally. From group 5 onwards, students can become representatives in the student council. Two students from each group represent their class in the council, which meets four times per school year under the guidance of the principal.

### Humanistic Education

In groups 3 to 8, students can participate in Humanistic Education (HVO). HVO aims to teach young people as early as possible how to deal with what comes their way and to discover that they can influence various situations in their lives. Lesson themes are derived as much as possible from what concerns children. Topics covered include friendship, family, being different, bullying, children's rights, poverty and wealth, and honesty. Sometimes, subjects strongly enter the children's lives through the media, and these can be addressed in HVO lessons. Depicting, recognizing, and discussing small and large dilemmas enables children to find their place in the world.

### Cultural Education

Through the Art Menu, every child in primary school encounters art and culture. This menu can include all art disciplines (music, dance, visual arts, and film), language, and cultural heritage, tailored to specific needs. Various cultural organizations and freelancers participate in the Art Menu, allowing our children to dance, sing, create poems, perform plays, and learn about the past, among other activities.

### Music

Music lessons are conducted by the teacher during creative development hours and are integrated into the program, for example, in English lessons. In the kindergarten group, it is common to sing songs related to a theme. We also have a box full of instruments at school and make use of Boomwhackers.

### Celebrations

Several times a year, there is a stage celebration where students present a performance to parents and fellow students in the form of dance, drama, or music. These are vibrant activities, and parents of the performing groups are welcome to attend. Every student participates in at least one stage celebration per school year. Christmas, Easter, Eid al-Fitr, Sinterklaas, and the Country Festival are celebrated annually at our school.

## We Care for all Students

### Monitoring Children's Development

In addition to providing a solid core curriculum, we believe it is important that our students learn to work independently, enjoy their work, and feel at home at school. The success of a child at our school cannot be measured solely in grades. It is crucial for us to understand how our students are developing. This includes assessing the results of each student in various subjects. The daily work of your child is reviewed and evaluated by the classroom teacher, who maintains records for each student. Regularly, students are given short written or oral tests to ensure they understand the material. Students are assessed with independent tests at two fixed points in the year using the CITO "Leerling In Beeld" system. Based on these results, it can be determined if a student is falling behind and needs extra support. Test data is recorded in the digital student file, discussed with the internal supervisor, and actions are taken by the classroom teacher and/or the internal supervisor if necessary.

### Parent-Teacher Meetings

At the beginning of the school year, there is an introductory meeting with the student and the parents. In all groups, a written report is provided in February and June.

### Dutch as a Second Language

When a student receives Dutch as a second language, the instruction is tailored as much as possible to the child's developmental level. Sometimes it is necessary to guide the child individually or in a small group for a certain period. The team regularly trains in vocabulary development, reading, and language development, allowing them to responsibly address the specific problems of a non-native speaking child. Elementary school De Wereld has two transition classes, a project initiated by the municipality of Wageningen. Students from group 4 who come directly from abroad can join the transition class. The goal in the transition class is to reach the level of their age group as quickly as possible so they can participate in regular classes. Students stay in the transition class as long as necessary to achieve a starting qualification for their age group, with a maximum of two years.

### Transition to Secondary Education

From group 7, parents and students are informed about Secondary Education (VO). This prepares students for the transition from primary to secondary school. Parents of students in groups 7 and 8 have various opportunities throughout the year to receive information about this transition. We are required to administer a transition test, for which we use the IEP test.

In a consultation with the parents, the group 8 teacher, along with the Learning support coördinator, provides a recommendation for the most suitable type of secondary school for your child prior to the transition test. The primary school's advice, supported by the IEP test results, determines the admission to secondary education. At the end of group 8, the primary school sends an educational report for each student to the secondary school, including the recommendation. We hold an annual student transition meeting with the secondary schools.

Specifically for parents of children in groups 7 and 8, one of the secondary schools organizes an information market at the school. At this market, the structure of secondary education in the Netherlands is explained. We maintain contact with most secondary schools at least once a year regarding our former students. We are informed of their academic progress for three years.

#### **Final Scores in Recent Years:**

- Final Score of OBS de Wereld 2022 (IEP): 73.9
- National Average Score: 80.0

- Final Score of OBS de Wereld 2023 (IEP): 73.8
- National Average Score: 79.5

- Final Score of OBS de Wereld 2024 (IEP): 79.9
- National Average Score: 78

These scores indicate the progress and performance of our students compared to the national average, showing significant improvement in 2024.

#### **Learning Support**

OBS de Wereld has an Learning support coördinator responsible for the school's care structure and teacher support. The Learning support coördinator manages digital student records, maintaining digital files for each student that include family information, student discussions, parent meetings, research data, action plans, and test results. For students in groups 1 and 2 with a VVE indication and those needing extra support, a teaching assistant is available to help the child keep up with the class pace. These activities preferably occur in the student's classroom. Teaching assistants also support groups 3 to 8.

#### **Special Needs Students**

Schools are becoming increasingly adept at recognizing and accommodating differences between students. This requires a different approach to thinking and working.

OBS de Wereld has been using a system for several years that aligns with our school's vision. We aim to make students independent and co-owners of their learning. Education is thus tailored to their needs. This method is supported by working with group plans and, if necessary, action plans. Parents are informed about action plans. Group and student discussions are led by the Learning support coördinator, with all involved teachers present. The necessary care for students requiring extra attention is discussed during these meetings. Specific actions are then determined to adapt education so that students can work at their own level. For these students, we write individual learning plans when needed. If more care is required than what can be provided within the standard framework, parents are notified. Throughout the school year, the classroom teacher regularly consults with the Learning support coördinator. The Learning support coördinator is available for students, teachers, and parents to ensure proper care within the school. Parents are welcome to contact the Learning support coördinator themselves. We follow the principles of "Action-Oriented Work," continuously adapting our education in a cycle of signaling, analyzing, planning, executing, and evaluating. We are part of the Rijn Gelderse Vallei Cooperation. They offer advice and expertise when there are concerns about a student. Students who learn much faster than their peers require a specific approach. However, if a student needs additional support despite this specific approach, the school must seek help from other experts. This process is conducted in close consultation with the parents.

#### **Kindkans**

This is a digital tool for exchanging information and care requests with the Cooperative. Care requests refer to all requests for extra-school assistance that a school submits to the Cooperative. The Learning support coördinator and the support point coordinator have access to these requests. Parents are informed when Kindkans is used.

#### **Referral Index**

Some children and young people need help. To assist them effectively, smooth collaboration between all teachers, caregivers, and agencies is necessary. The Gelderland Referral Index ensures that various parties can find each other. How this works can be read on the website [www.verwijsindex gelderland.nl](http://www.verwijsindex gelderland.nl).

#### **Prevention and Safety at School**

Our school strives for a safe school climate in the broadest sense. We aim to provide our students with optimal opportunities for development and ensure their safety. Our school tries to prevent boundary-crossing behavior by focusing on mutual respect in the classroom and throughout the school. We use three 'Hook Rules' displayed in every classroom and around the school:

1. **The school is a safe area inside, so no running.**
2. **We will be kind to everyone, big or small.**
3. **We will take good care of our belongings so they can be used again every morning.**



We use the “Kanjertraining” method, a robust program for teaching citizenship and social skills. It is essential for children to respect each other’s boundaries and learn to say “no” and set their boundaries. If a student is harassed despite preventive measures and care, it is crucial they have someone to turn to. For parents, it is also important to have someone to talk to at school. Our contact person for such issues is Rozlyn.

Our school has a legal duty to develop policies to prevent boundary-crossing behavior (sexual, physical, and emotional harassment, discrimination, bullying) and to handle complaints appropriately. Various actions have been taken to enhance student safety, such as having playground supervision before and after school and during recess. Several team members at OBS de Wereld are trained as company emergency responders and attend annual refresher courses.

### Unwanted Intimacies

Sexual harassment is any unwanted, sexually tinted attention, which can be verbal (coarse language), physical (touching), or non-verbal (winking or “undressing” someone with the eyes). Such behavior, whether intentional or not, is considered harassment if it is experienced as unwanted and unpleasant by the recipient. If this behavior occurs within the school environment (classroom, hallway, changing room, playground) or in connection with school activities (school camp), it is the school’s responsibility to stop it. At our school, Rozlyn is the contact person who informs team members, parents, and especially students about preventing and reporting sexual harassment. The contact person is a low-threshold point of contact for students, team members, parents, etc., for signaling or experiencing unwanted harassment. The contact person, trained to handle such issues, can provide further assistance or referrals in close collaboration with the external confidential counselor.

### Anti-Bullying Protocol

Everyone within the school tries to address bullying directly. If more intervention is needed, the anti-bullying protocol is deployed, as required by law. Our anti-bullying coordinator, Rozlyn, works closely with students, parents, and teachers through the Solution-Focused Bullying Approach (OPA) to stop bullying. Weekly lessons from the Kanjertraining method in all classes also contribute to social safety within the school.

### Smoke-free school grounds

At OBS de Wereld, we prioritize a healthy learning environment, which includes maintaining a smoke-free school premises. Smoking is prohibited on the school grounds for everyone, including teachers, support staff, parents, and visitors. From August 1, 2020, all schools must have smoke-free premises. Our school aims to provide students with a healthy and smoke-free learning environment. Research indicates that “seeing smoking leads to smoking,” meaning children and young people are more likely to start smoking if they see others smoking around them. A smoke-free school area helps prevent students from starting to smoke and avoids unwanted secondhand smoke exposure. We also ask that you refrain from smoking outside the schoolyard, near the entrance, where students can see you, especially when bringing and picking up students. Thank you in advance for your cooperation! Together, we contribute to a healthy learning environment for our children.

### Compulsory Education and Early School Leaving

Children aged 5 and above are required to attend school. Those with legal custody of a child and those responsible for the child’s care must ensure the child is enrolled in a school and regularly attends once enrolled. At enrollment, a government-issued document must be presented, providing the child’s surname, initials, birth date, gender, and citizen service number (BSN). We work closely with the compulsory education authorities of the municipality of Wageningen to prevent students from leaving school prematurely. We are also obligated to report any unauthorized absences.

### External Confidential Counselor

The school’s contact person acts as a link to the external confidential counselor, who can guide anyone with a complaint and, if necessary, refer them to the complaints committee. The external confidential counselor is independent, knowledgeable about the school, and skilled in support, mediation, and referral. If a complaint is so severe that it cannot be resolved through mediation, it can be submitted to the complaints committee, but only with the complainant’s consent. Complaints or suspicions of abuse of power can also be directly discussed with the external confidential counselor. Additionally, the external confidential counselor assists the school in developing policies to prevent sexual harassment, providing advice and information to parents, school teams, and boards. The external confidential counselors for our school are:

- Michèle Haagmans
- Gerian Verhoeven

They work at GGD Gelderland-Midden and can be reached via the general phone number of the Youth Health Care department: 088 - 355 6000.

### Youth Health Care

Youth Health Care (JGZ) helps ensure the healthy and safe growth of children from 0 to 18 years old. JGZ services are provided at the consultation bureau, in schools, and in the community. Each school has its own JGZ team, consisting of a medical assistant, a youth nurse, and a youth doctor. The national speech therapy company conducts speech therapy screenings in group 2 upon request and with parental consent. These screenings take place in November and May. The child’s teacher will discuss with you whether a screening is necessary. Typically, the teacher will identify which students need speech therapy screening, but parents can also actively request it.

## Standard Investigations

Children at our primary school undergo two standard examinations, typically around the ages of 6 and 10, conducted by the school nurse. These examinations focus on monitoring growth and development. Additionally, questions are asked about your child's well-being at home, school, and during leisure time. Prior to the examination, you will receive a letter along with a questionnaire. You can use this questionnaire to indicate if you have any concerns about your child's health or behavior. Parents/guardians are not present during these examinations. These letters and questionnaires are available in other languages upon request. If you wish to have them in another language, please inquire with the teacher or internal supervisor.

If there are any concerns or questions, you and your child will be invited to the youth doctor or youth nurse's office. You can also schedule an appointment yourself if you have questions about your child's development, health (hearing, vision, motor skills, growth), well-being, or upbringing. This could include topics such as eating, sleeping, toilet training, social-emotional development, and puberty (as the child gets older).

For further questions or to make an appointment, visit:

- <http://www.vggm.nl/jeugdgezondheid>

## School and home

### Parental Involvement

Parents rightfully expect a lot from the school to which they entrust their children daily. Similarly, we as a school expect parental involvement and shared responsibility for the developmental opportunities of your child(ren). Your interest in the school is crucial as it encourages your child to do their best and achieve good results. Therefore, we encourage you to attend the ten-minute discussions and informational sessions, and to contact us with any questions or concerns. Additionally, parents can visit the classroom during the morning drop-off period (8:20-8:30 am) to see what their child is working on at school. Information is also provided via the Parent Portal.

### Classroom Visits

Annually, the school organizes parent weeks at the beginning of the school year. During these weeks, parents can spend part of the morning in the classroom with their child. If you are interested in participating, you can sign up with your child's teacher.

### Parent-Teacher Meetings

Twice a year, there are "ten-minute discussions" in which students' progress, areas for improvement, and any issues are discussed with parents, along with one initial meeting.

### Parental Assistance with Special Activities

With the help of parents, we can accomplish more, and children often enjoy having their parents involved. Therefore, parents of OBS de Wereld participate in various activities such as school trips, festive activities, sports days, reading in the classroom, and gardening. Requests for parental assistance are regularly posted on the Parent Portal.

### Personal Property and the School

The school is not liable for the loss of personal belongings belonging to students or parents. If children bring valuable private belongings to school, such as a phone or tablet, they are responsible for them, and agreements are made in class regarding their use. We advise you to minimize the number of valuable items your child brings to school to prevent problems. The use of mobile phones by students is not allowed during class hours or inside the school building.

### Activity Contribution / School Trip Contribution

To organize parties, school trips, and other events, funds are required. This funding comes from the voluntary activity contribution paid by all parents to the school. The amount is determined each year by the MR (Parent Council).

The voluntary activity contribution for the school year 2024-2025 is €20 per student. This contribution is entirely for the benefit of your child. You will receive a letter or payment request at the beginning of the school year or as soon as your child starts school.

The school trip contribution for the school year 2024-2025 is €30. The contribution must be paid by December 1 of the school year. The account number for both the voluntary activity contribution and the school trip contribution is: NL37 INGB 0007 8800 22, payable to Ouderactiviteiten OBS De Wereld. Please include your child's name and class with the payment.

### Before and After School Care

According to the Day Arrangements Act, every school is required to provide before and after school care. Our governing body, PPO de Link, has decided to entrust this responsibility to the Wageningen Childcare Foundation. The Before and After School Care (VSO) takes place in the school's annex. For more information about

Wageningen Childcare, please visit their website:  
[www.kinderopvang-wageningen.nl](http://www.kinderopvang-wageningen.nl)

## Addresses:

OBS de Wereld  
Schaepmanstraat 161  
6702 AV Wageningen  
Tel. 0317 413029  
[info@obsdewereld.eu](mailto:info@obsdewereld.eu)  
[www.obsdewereld.eu](http://www.obsdewereld.eu)

Sports Centre Het Binnenveld  
Marijkeweg 23  
6709 PE Wageningen  
Tel. 0317-843833

Huis van de Wijk De Nude (Community Centre)  
Kortestraat 2, 6702 BH Wageningen  
Tel. 0317 419171

Municipality of Wageningen  
Postbus 1, 6700 AA Wageningen  
Tel. 0317 492 719  
Education officer: Ms T. Poelmans  
[leerplicht@wageningen.nl](mailto:leerplicht@wageningen.nl)

Veiligheids- en Gezondheidsregio  
Gelderland Midden (VGGM)  
(regional health and safety authority)  
Postbus 5364  
6802 EJ Arnhem  
Stationsweg 60, 6711 PT Ede  
Tel. 0800-8446000  
[info@vggm.nl](mailto:info@vggm.nl)  
[ggd@vggm.nl](mailto:ggd@vggm.nl)

School Management Board  
Bestuursbureau Stichting PPO De Link  
Bantuinweg 45, 3911 MV Rhenen  
Tel. 0317 313132  
[info@ppodelink.nl](mailto:info@ppodelink.nl)  
[www.ppodelink.nl](http://www.ppodelink.nl)

Education Inspector - Utrecht office  
St. Jacobsstraat 200  
Postbus 2730  
3500 GS Utrecht  
Tel. 088-6696000  
[www.onderwijsinspectie.nl](http://www.onderwijsinspectie.nl)

National complaints committee for state education  
Visitors' address: Zwarte Woud 2, 3524 SJ Utrecht  
Postal address: Postbus 85191, 3508 AD Utrecht  
Tel. 030-2809590  
[info@onderwijsgeschillen.nl](mailto:info@onderwijsgeschillen.nl)  
[www.onderwijsgeschillen.nl](http://www.onderwijsgeschillen.nl)

Contact person for OBS de Wereld  
Rozlyn Zaaijer  
Schaepmanstraat 161  
6702 AV Wageningen

Tel. 0317-413029  
rozlynzaaijer@obsdewereld.eu

Samenwerkingsverband Rijn- en Gelderse Vallei  
(regional education board)  
Copernicuslaan 30, 6716 BM Ede  
6717 LZ Ede  
Tel. 0318-274700  
info@swvrgv.nl

Independent confidential counsellors  
Gerian Verhoeven  
Michelle Haagmans  
Tel. 088-3556000  
GGD@vggm.nl

Kinderopvang Wageningen (Child care organisation)  
Visitors' address: Churchillweg 39, 6707 JB Wageningen  
Tel. 0317 412010  
[www.kinderopvang-wageningen.nl](http://www.kinderopvang-wageningen.nl)  
[informatie@kinderopvang-wageningen.nl](mailto:informatie@kinderopvang-wageningen.nl)