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Word in advance

This is the school guide of the Bloemberg, the subsidiary of Brede school de Dukendonck. In this guide you will find information about how we shape our school's education. You will also find the plans for this school year and the rules and agreements we have made.

For the parents of children who are already on the Bloemberg,, this school' guide is a practical reference book with the latest information.

Our school offers education to children who have recently moved to the Netherlands and do not have sufficient or insufficient master of the Dutch language. Children whose home language is not Dutch and who benefit from NT2 education are also welcome at bloemberg. Our children are in full-time NT2 switching classes.

On behalf of the team, I warmly invite you for an introductory meeting and a tour of the school of which we are so proud. After all, hearing and seeing give a more complete picture of what the Bloemberg is and wants to be.

Sincerely



Iris Kokosky Deforchaux

Director

Chapter 1

In this chapter you can briefly meet BasicSchool de Bloemberg

1.1 The

School Basisschool deBloemberg,, together with three regular primary schools and two special (primary) schools in the Lindenholt district, is located in Nijmegen. De Bloemberg is a public school for all children from Nijmegen and the surrounding area, who have recently moved to the Netherlands and do not yet or do not know the Dutch language. The groups are relatively small, so much can be given *tothe individual student*. gegeven kan worden.



Our children are in so-called schakel classes. This school year, just like last school year, we started with eight groups. The children of the switching classes together with the team make sure that our school is a pleasant place to work. De Bloemberg is part of a network of facilities for kinderen and the family, with the school as the focalpoint. De Bloemberg works together with various organizations: preschool (including PSZ Pino), Brede school de Lindenhoeve, Activiteitenplein Interacker (for children

living in the Lindenholt district), youth health care (JGZ), the Social Ward Team and the Neighbourhood Management Team. Because of our target group, we also work together with Vluchtelingenwerk Nederland (VVN) and with the asylum centre (AZC) in Nijmegen-Oost. You see: the Bloemberg has a valuable meaning for children up close and for children from all over the world. This is shaped in particular by stark language teaching, a lot of attention to social and emotional development and active citizenship. We as a school team go for it, will you come with us?

Chapter 2

In this chapter you will read what the Bloemberg stands for. What can we offer you, what do we want to achieve with our students, how do we deal with our students and with you as parents?

2.1 Mission

The mission of our school is: '**Together (more) language!**' Together, we focus on *reducing the developmental opportunities* of children and adults by focusing on a strong range of languages and a lot of attention to social and emotional development, so that children can grow and parents and the neighbourhood where they live become more connected.

2.2 The Bloemberg is a public school. Public education means, among other things, that there are pupils of different religions; everyone finds a place with us and is respected in their beliefs. Our school is opposed to any form of negative discrimination regarding faith, origin, orientation, support needs and whether you are a boy or a girl. Because our specific target group also requires a specific SEO method, we have put together our own lesson package, focusing on the needs of our children. Respect, tolerance and empathy (taking into account another) are important parts. Our SEO method includes lessons to learn personal and social skills. The public services also receive the necessary attention. In addition to pre-life and doing, the active citizenship classes are reflected in our thematic education ("World full of Words").



2.3 Vision and educational climate

In our vision, we indicate how we want to shape our education. We look at the design of education, the proceeds of education, the school climate and our role in society. As described earlier, the Bloemberg is open to all children, regardless of their philosophical background or origin. To get the most out of each child, we invest in the relationship with the child and the competence and autonomy of each child. We offer tailor-made education and create a challenging and powerful learning environment. This can be seen in school, among other things, in the breaking of classes and collaborative learning. Visitors from outside mention the peace and atmosphere in and around the school. Based on security and trust, we offer the children a warm, safe and stimulating learning and living environment, in which we teach the children knowledge and skills in the social, emotional, cognitive, residential and motor fields.

Every child has a right to happiness! 

We find *having respect* for each other important: to *accept* elkaar ((learn)) in one's own "niceties", to be open to each other and to *listen* to each other create an atmosphere of *tolerance* and *solidarity*.

Bloemberg contributes to the development of your child into an independent, responsible, social and positively critical thinking fellow citizen in our society (active citizenship).

De Bloemberg is also a learning organisation. Employees are on the move, have a curious and inquisitive attitude, are open to feedback from colleagues and parents, develop their own skills in the interest of the organization and are capable of self-reflection. The partnership between school and parents occupies a central place in our education: school and parents together provide SAMEN the foundation for honoring the GROWTH and development of our child..



Chapter 3

What's the school like? In this chapter you can read which organization we fall under, who is the director of the Bloemberg and which teachers, five days a week, are responsible for the care and education of your child. There is a way to describe how you can register your children for our school: they are welcome!

3.1 Organisation

Of the Broad School de Bloemberg coincides with 30 primary schools from Nijmegen and Heumen, under the Conexus Foundation. The office of the board is located at: Panovenlaan 16525 DZ Nijmegen

☎ 024-3733960

www.conexus.nu

Director of Brede school de Bloemberg is Iris Kokosky Deforchaux. Zij is responsible for all developments in the educational field and everything around the Bloemberg, from a pupil to schoolbuilding. Iris works Mondays through Fridays; usually at school, sometimes from home.

Iris Kokosky Deforchaux is also the intern counsellor; she spends two days a week at other schools to support.

Together with the teachers, she keeps track of the developments of all pupils and guides the teachers with support questions. The Bloemberg team consists of the director/internal supervisor, two internal supervisors in training, of ten permanent teachers, two long-term substitutes, two teaching assistants, an ICT employee, an administrative force and a janitor. Furthermore, the team of the Bloemberg will be supported on Tuesday by a trade teacher movement teacher.

3.2 The preschool groups

De Bloemberg works together with the pre-reading group and with the kindergarten groups of Brede school de Lindenhoeve. An important goal is to reduce or prevent the language development deficit of children aged 2 to 6 years. On an annual basis, we have four joint themes, with language development as its main goal.

This year we will also be paying attention to the continuous learning lines from the peuterspeelzaal to group 2..

It is about the learning lines language, arithmetic, social and emotional development and motor skills.

3.3 The groups

Of Basisschool de Bloemberg has eight groepen, all switching classes.

The emphasis in all groups is on the development of Dutch as a second language (NT2), after all, language plays a role in all (learning) areas. The language teaching on Bloemberg is strong, but also a lot of attention is paid to other subjects such as arithmetic and SEO (social and emotional development). veel aandacht besteed. This school year, Sasa, our teacher of movement education, once again guides the teachers with moving learning in the groups.

In all groups, the vocabulary of the pupils is expanded according to the method of Verhallen



and van den Nulft: 'With Words in the Weather'. By offering word clusters, using photos, pictures, stories, songs and concrete materials, the vocabulary of our students is increasing, which also increases their chances in society. We work thematically on the basis of 'World full of Words' and 'LOGO 3000'.

The children learn with each other,, play, share, gain experience in dealing with each other and with the teachers and they are guided in solving problems. The development of preschoolers is digitally transmitted through KIJK!. In the groups 3 through 8 is used I made from an OPP.

Pupils are also questioned for their sense of safety and satisfaction, through questionnaires approved by the Education Inspectorate.

For the switching classes, there is a customized test calendar that can track the development of the students. It is especially important that the children first start to feel at home in their new environment.

Alle switching classes have the name of a biotope. When classifying the groups, we take into account not only the age of the student, but also the physical and social and emotional development. From there, the distribution is approximately from young to old:

- By Vlindervallei
- De Beverburcht
- The Wasber Forest
- The Beehive
- The Coral Reef
- The Panda Forest
- By Pingu'nrots
- The Fox Hole

It often happens that the most appropriate group is full, when a new student is enrolled. We can then decide to temporarily place the new student in another appropriate group.

In a switching class there is room for 15 pupils. Exceptionally, a maximum of 17 pupils may be in a group if an outflow of at least two pupils is expected within six weeks. The 18th^e pupil may only be placed if two-thirds of the family can be placed in groups where there is sufficient space.

If there are so many applications that a waiting list is imminent, a new group will be started.

3.4 The switch classes

The butterfly valley preschoolers receive education from Miss Marieke (Ma-di) and Miss Joaquina (Wed-Do-Fri). Miss Annemiek (Ma-di-Wo) and Miss Marieke (do-fri) have the other nursery group: *the Bever Castle*.

The program for preschoolers in the switching class is not too different from the program of a regular group 1/2; the goals are the same, but the emphasis is on offering NT2 education. Throughout the day, attention is paid to language and to the expansion of the Dutch vocabulary. Labeling is often used (connecting the word to the object).

The Wasber forest getst lesson from Miss Jolanda (tue-we-do- fri) and Miss Valeska (Mon). In the raccoons forest there are children in the age group of 5 to 7 years. In *the Beehive* of

Miss Gerdi (Ma-di-Wo) and Miss Ellen (do-fri) there are chinsaged 6 to 8 years, in the Coral Reef of Miss Annet (mon to fri) the children are just a little older, but younger than the



children from the Panda forest of Miss Christel (ma-do-vr) and Miss Céline (di-wo).

In *the Penguin Rock* of Ms. Mieke (ma) and Mr. Adrie (di-wed-do-fri) the ages range from 9 to 11 years and with Mr. Thomas (Ma-di-do- Fri) and Miss Valeska (Wed) in *the Vossenhol* are the oldest (pupils: 10 to 12 years. In all switching classes, work is done at different levels; the students are in their level group during the math class (groupgroepsdoorbrekendbreaking). They receive 'tailor-made instruction'; they work one hour a day in the calculation group that most closely matches their level.

3.5 The team The team of Brede school de Bloemberg can rightly call itself a team. Together with our parents and our students, we have made the Bloemberg a school to be proud of!

Group:	Teachers:
By Vlindervallei	Marieke & Joaquina
De Beverburcht	Annemiek & Marieke
The Wasber Forest	Jolanda & Valeska
The Beehive	Gerdi & Ellen
The Coral Reef	Annet
The Panda Forest	Celine and Christel
By Pingu'nrots	Adrie & Mieke
The Fox Hole	Thomas & Valeska
Long-term replacement	Greetje

Task:	Name:
Director / internal supervisor	Iris

Internal supervisors (in training)	Céline and Danielle
Onderwijsassistenten	Marlene in Lotte
ICT coordinator	Edwin
Administration	Mariska
Subject teacher of movement education	Sasa
Concierge	Erwin

3.6 Introduction – Registration – Registration

If you want to know more about Brede school de Bloemberg then you can request a gesprek with Iris, Céline or Daniëlle. During such a conversation, the following topics are central: - Vision of the school- Pedagogical climate- Method of working- Cooperation with parents- Wederzi

jdse expectations- Student care- Taxi transport

- Between school care (SOOS)Of course you will be given a guided tour, so that you can immediately see and experience much of what is told. en meemaken.

In September and January we have scheduled an informationevening for the parents of all pupils. Then you can get acquainted with the bloemberg team and with some external members of SOOS, GGD and school social work.

3.7 School hand

If you choose the Bloemberg, you can make a follow-up appointment with Iris, Daniëlle, or Céline for the final registration of your child. They will arrange for you to be invited for an intake interview with Miss Daniëlle, Miss Céline or Miss Mieke. The intakes are on Tuesdays and Thursdays. During this appointment, the registration form will be completed and you will need an identity card or passport of your child (with a BSN number). We also ask you about the date your child has arrived in the Netherlands. Once every two weeks there is an intake moment for new students. This is almost always on a Monday.

Pupils for the *switching classes* can be registered directly with the school,since the Bloemberg is the only school with full-time NT2 education in Nijmegen and omgeving.

Pupils who *move from* bloemberg to another school in Nijmegen must be registered with school hand. Registration is done by www.schoolwijzernijmegen.nl. Make sure you register for the follow-up school in time!

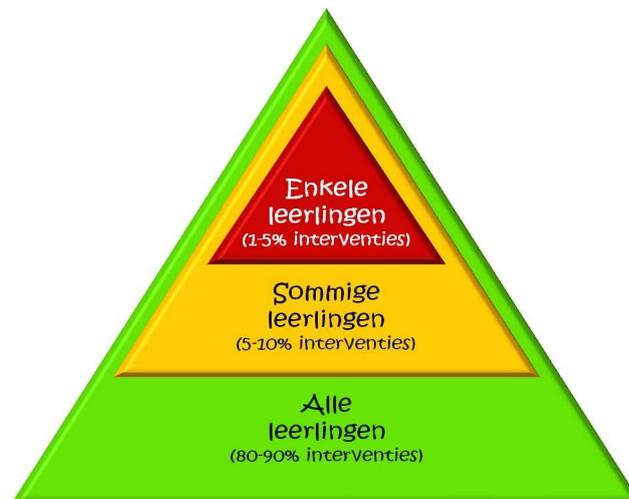


Chapter 4

In short, this chapter describes the care for the pupils of the Bloemberg. It is important that our students receive the care that suits them. Together, the staff and the internal supervisor will look at whether your child has enough to offer the basic offer in the group or whether we can offer something extra. For the full description of the care on the Bloemberg we refer to 'the Care Plan'.

4.1 Care for the children

Within the pupil care, the Bloemberg makes the tripe according to Hoffmans (2010): basic care, breadth care and depth care:



- I. Basic care: This is the care that the Bloemberg itself within the school offers to all pupils. The core is formed by the group. The starting point is that the child is taken care of in his own group by his own teacher. Basic care includes working in differentiation groups (extended instruction), more hands in the classroom in the form of a teaching assistant, the guidance and coaching by the internal supervisor and/or other experts of the school (language and numeracy specialists, sports teacher, school social worker). Good class management increases care for students in the group. After the direct instruction, the children go to work independently, giving the teacher the opportunity to provide tailor-made care and to give additional

instruction to the children who need it (extended instruction).

Width care: This is the concern around the school. The school itself wants to continue to take responsibility for the education, care and development of the pupils, but in doing so needs outside help. Around the school is a safety net of resources for broad-latitude care. From (preventive) outpatient supervisors, experts from (school)social work, youth care and youth health care to temporary placements and facilities. Within the broad care, the student remains under the responsibility of the Bloemberg and remains registered here. The width care has the character of temporary and/or

II. Additional.

III. Depth care: This is the care in specialized facilities in the collaborative context, such as the SBO or the Special Education. The responsibility for the pupil is transferred to this facility.

A further development in the pupil care at The Bloemberg Primary school can be found in the Care Plan, which is available to the internal supervisor at the school.

4.2 Potty-to-date

Children of 4 years, who are not yet potty-wearing, are not allowed in school. At a young age, of course, an accident can always happen, but we count on your child to be potty-headed and can go to the toilet on their own as soon as it starts at our school.

4.3 The Broad School Support Team (BSOT)

From 1 January 2015, all schools in Nijmegen are Broad School Support Teams. These BSOT's discuss students who need extra care or support. The BSOT is based on Action-oriented Working and works from the following principles:

- Preventive work / early recognition
- Integral working
- Action-oriented work and arranging
- Less bureaucracy and higher speed of work
- 1 child – 1 family – 1 plan
- Parent /family remains in directing, i.e. they are best child connoisseur, responsible for child and development. School is best student connoisseur
- Home nearby
- Local and regional

The BSOT on Bloemberg has six permanent members: the school director, the internal supervisors, the school social worker (SMW), a youth health careworker (GGD) and an ambulatory supervisor of the Support Platform Nijmegen. Parents are part of the process and are invited to a BSOT meeting. If desired, other professionals may also be invited to participate in 'the free chair'.

4.4 GGD Gelderland-Zuid

The GGD offers tailor-made youth health care. This means that they tailor care to the needs of parents and children.

Special attention for 5- 8- and 11-year-olds

All children aged 5, 8 and 11 years are screened. They are weighed (with clothes on) and measured. In children aged 5 and 11 years, the eyes are also tested. Parents receive a timely notice and can indicate whether they want to be present at the screening of their child. Parents receive a list of questions and concerns. They can then indicate what questions are living around their child, and whether they want to make an appointment with a youth health officer. After the screening, the children receive a letter to take home the results.



Everyone can make an appointment

The GGD wants to be available to (parents of) all pupils at school. As a parent do you have questions about your child's education, growth and/or development? Then you can always request a conversation with one of the employees. During this conversation we will look together for opportunities to improve (further) the health and well-being of your child. You can call the company office (024-3297111), available on weekdays between 8.30am and 2pm. They will ask an employee to contact you.

Individual attention through the internal care team

Employees of the youth health care department participate in the care structure at school. In this consultation, together with other professionals, we look at what additional support a child might need.

Attention for all pupils

In addition to individual level, the GGD also pays attention to the health of pupils throughout the school. In various ways, attention is given to themes such as: healthy food, exercise, oral health, smoking, alcohol, relationships and sexuality, safe school environment and dealing with each other.

4.5 Speech therapy

On the Bloemberg, all students are screened speech therapy. In mainstream schools this only happens for the 5-year-olds. In this way we hope to (learn) to (learn) language and learn early and to use the right support.

4.6 After-school activities

For after-school activities, pupils who live near Bloemberg can go to the Activity Square Interacker. This facility is for all children living and/or going to school in the Acker districts, from group 1 to 8 of the primary school and their parents/carers. The children come to the Activity Square immediately after school. Between 14.30h and 14.45h is the walk-in, then a course follows. Please note that you must take your child to the Interacker yourself! For further information, please contact your child by telephone: 024-3791869. Or stop by the Activity Square Interacker, Zellersacker 10-03, 6546 HA Nijmegen.

4.7 Swimming Fund



Children from group 4 to 8 from the municipality of Nijmegen, whose parents have little money, can receive a financial contribution of € 225,- per child per year, for obtaining swimming diploma A. We are thinking of families who are living on benefits, in debt restructuring or have a low income (120%-130% of the welfare level). The notification shall be made by intermediaries. Intermediaries are professionals involved in the child working at a recognized institution or organisation (sports teacher at school, combination officer, teachers). Inquire at school about your intermediary. For more information visit: Aqua Novio '94: www.aquanovio.nl

N.V. Sportfonds Nijmegen: www.sportfondsen nijmegen.nl Nijmegen Rescue

Brigade: www.nijmeegsereddingsbrigade.nl. Parents make sure that their child is registered with the zwemles provider.

The Swimming Fund is run by youth sports fund Nijmegen and is funded by the municipality of Nijmegen. Through the Youth Sports Fund Nijmegen, a child can also play sports at a sports club in addition to the swimming diploma A. For more information about the Swimming Fund and the Youth Sports Fund see www.jeugdsportfonds.nl.

See also chapter 10 for information on swimming lessons for the children of the switching classes.

Chapter 5

This chapter describes several things directly related to the day-to-day operations of Bloemberg and to the development of the team members.

5.1 Replacement in case of illness

When a teacher is unable to teach, we proceed as follows: the replacement pool is switched on and it searches for a replacement. In the meantime, a solution is sought internally. These internal solutions are always temporary. If there is no internal solution and no replacement from the replacement pool, the children of the group in question will be divided between the other groups in school, with a maximum of two days. If there is no replacement, the school may decide to send a class home. The parents/carers will be informed in writing in advance. For the pupils who cannot be taken care of at home, the school provides care.

5.2 Teaching assistants

within the Bloemberg are two teaching assistants present. They support the teaching powers of the switching classes. In addition to this, they are a great support for the other team members, in terms of hand and tension services.

5.3 Interns



We work together with a number of courses (HAN and Radboud University) to give students the opportunity of an internship. For example, pedagogy students or PABO students who want to become teachers. It may happen that there are two trainees working in one group in one period. In all cases, the well-being of our pupils remains paramount.

This school year, some students of the HAN specialist therapy will be present on Friday to work with groups of children.

5.4 Training

The Bloemberg team continues to develop! We are open to educational innovations, but we also look at them critically. The teachers of the Bloemberg learn every day, inside and outside the school.

Last school year we were accompanied by a teacher NT2 of the Marnix College.

During the seminars we focused on SEO and Citizenship, Grammar (Seeing is Snapping), Cultural Education, Thematics and Technical Reading. These courses will be further implemented this year and evaluated at the end of the year.

For this school year, the spearheads are Thematic Works, Media Wisdom, Arithmetic, Sound Gestures and Spelling. This school year also starts the collaboration with the Ixperium on Media Wisdom for Newcomers.

Chapter 6

Parents are an important link in our organization. De Bloemberg finds it valuable to have good contact with parents and communicate directly. I hope to use your expertise.

6.1 Parental engagement

We value contact with parents. In chapter 3 you have already been able to read a piece about this. Standards and values are important for your child's development. Here lies a shared task, in which both parent/carer and school are important: **Together (More) language!** For example, the following contact moments are organised from the school:

- Information evening at the beginning of the school year and after the Christmas holidays;
- Experience interviews after the first six weeks;
- Interviews about the OPP take place twice a year;
- Invitations at celebrations (Christmas and end year picnic);
- Monthly newsletter

In addition to the above moments, the teacher will have regular contact with parents. Of course we really appreciate that when you have questions, you go directly to the teacher. You can also email: info.bloemberg@conexus.nu; read this email daily.

As a school, we believe it is important to involve the parents of our pupils in different ways in the school and education. This can be in celebrations, excursions and activities around a theme, but we also think of active participation of parents when it comes to vocabulary education, for example. If you are interested in giving a vocabulary lesson about, for example, your hobby or work, please report this to your child's teacher. We also like it when there are parents who want to support the Bieb at School (BoS). The teachers can give you more information about this or when coming to school.

6.2 Newsletter

The Newsletter is published fortnightly. Please note that these are given to your (oldest) child on Mondays, a check of the school bag is required! In the Newsletter you can read what is happening at school and important things are shared and announced with you. Would you like to say something in our newsletter? Then you can email your piece to:

info.bloemberg@conexus.nu by 'newsletter'. Of course, the school determines whether your piece can be placed.

6.3 Participation parents

The Participation Council (MR)

The MR offers parents the opportunity to have a say. An important body, which also gives direction and direction to the development of our school. The MR meets at least six times a year in the evenings. The MR includes three representatives of the team and three representatives of the parents/careers. In previous years, the parents of the children consisted of the regular stream. Because Bloemberg only consists of switching classes, we are exploring how we can shape the idea of a parent's articulation. Mr. Thomas, Ms. Gerdi and Ms. Christel will represent the team in the MR this school year.

The Parent Association (OV)

Also about the Parents' Association there is still no clarity. Members of the team are currently carrying out the tasks, which would normally be discussed with the public transport authorities. Together with the team, for example, the public transport organizes the Saint and Christmas celebration, the picnic, king's day, etc.. Another important task is to collect the voluntary parental

contribution. Please note that the parental contribution is voluntary; this means that the school should not force you to pay this contribution. It also means that your child can participate in all activities, even if you don't pay!

The voluntary Parental Contribution and the school trip

The parent contribution for this school year is set at € 20.00 per pupil. For each subsequent pupil from one family, the contribution is € 17.50. The contribution is for a whole switching class year. The parental contribution is a **voluntary** contribution. This means you don't have to pay him. However, it is an important source of income. Various festivities are paid from the parent's contribution. In the second half of the school year there is a school trip for all children of the Bloemberg. We will also ask you for a **voluntary** contribution.



On Bloemberg all children are allowed to participate in all activities, regardless of whether you pay the voluntary contribution or not!

6.4 Foundation Learning Money Foundation is a youth fund for school, sport and culture.

The motto of this foundation is: "All children are allowed to participate!".

Families, for whom it is not financially feasible to let children participate in extracurricular sport and culture, can receive support from the Foundation For Learning Money Nijmegen, depending on their income. In the case of school costs, such as the parent contribution and

the school trip, the Foundation for Learning Money can also provide financial support. Leaflets with information about this are available from Iris, Céline or Daniëlle.

6.5 Remaining De Bloemberg



works together with the SOOS Foundation. SOOS arranges the remaining for our school. We have made agreements with SOOS how the reception is organized in terms of layout, rules and activities around the holidays. A fee of €1.80 per day is charged for registration for

fixed-stay.

More information can be found at: www.soos.nl

The TSO / stay coordinator for the Bloemberg is Ellen Nieland. She can be reached by email: ellen.nieland@soos.nl and on Mondays, Tuesdays and Thursdays she is present at school at lunchtime.



Chapter 7

As described earlier, the developments on bloemberg do not stand still. Many new cases have already been started in the last two years: new methods have been introduced and teachers have further explored the issue of even better education. You can read about the plans for this school year in this chapter.

7.1 Development of education in the school

Every year, as a team, we identify a number of subjects that we want to pay extra attention to. Choices are made on the basis of experience from previous school years, developments in education, laws and regulations, etc. This school year will also look at implementation and safeguarding, the retention, of quality.

Cyclical (4 years of planning from WMK):

1. Didactical (Quick scan, study days 26 and 27 October); 2. Direct instruction (Quick scan, study days 26 and 27 October); 3. Language learning (Quick scan, study days 26 and 27 October);

Further we go this school year:

1. Thematic works (World full of Words) secure and evaluate; 2. Grammar (See is Snapping) secure and evaluate; 3. Further develop and implement thematic education (World full of Words). *Workgroups:*

1. Spelling i.c.m. sound gestures and the new method VLL Kim version, implement; 2. Implement Active Citizenship; 3. Media wisdom and ICT skills (cooperation with the Ixperium); 4. Implement cultural education in Thematic works (Never mind Learning)

7.2 The education inspectorate

In January 2020, the Bloemberg again received a visit from the education inspectorate. The inspectors were very satisfied with the switching class education. The Bloemberg has a basic package, which means that we meet all the requirements of the education inspectorate. The full report can be found at: www.onderwijsinspectie.nl The education inspectorate visits the switching classes

every 4 years. In November 2018, the switching classes were already in turn and again the result was positive, with a single caveat, which was picked up last school year.

7.3 OPP and educational results

In the switching classes, an OPP (Development Perspective) is used for all pupils from the age of 3. In the first month that the pupil is at school, the OPP is drawn up by the teacher. The teacher takes into account information given from the intake by parents and carers and what the pupil shows in the classroom.

An OPP is evaluated after 20 weeks and after 40 weeks and adjusted if necessary. The teacher uses the OPP to determine the outflow level of the pupil and as a transfer file to the follow-up school.

Our ambition is to allow pupils to flow out at age level, the advice is often placement one year

below age.. This gives pupils more time to master the basic substance before they have to make the switch to secondary education. Of course, the practical situation at the school to which the children are flowing out has an impact. First and foremost is the development that children have shown during the first year of care! Finally, we would like to stress that it is not realistic to expect these pupils, who have only been in the Netherlands so recently, to be able to follow the regular programme without extra help or guidance. The inspectorate also acknowledges this. That is why the results of these pupils, the first four years they are in the



Netherlands, do not count when looking at the learning income of the school.

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Chapter 8

The diagrams below list all the practical information for you and explain the rules around leave.

8.1 School hours and sick call

From 08.15 to 08.30 is lead time: the children are allowed in and parents can speak to the teacher briefly or make an appointment. Of course we like it when parents walk into the classroom to take a look at some work with their child or to read a book, but because most children are dependent on taxi transport this only happens to a few pupils.

Classes start at 08.30.

School time schakelklassen		
	Morning	Afternoon
Monday	08.30-12.00	13.00-15.00
Tuesday	08.30-12.00	13.00-15.00
Wednesday	08.30-12.15	Free
Thursday	08.30-12.00	13.00-15.00
Friday	08.30-12.15	swimming lessons (shift children living in Nijmegen, older than 4 years) *

* On the Friday afternoon before a holiday there are no swimming lessons; your child will finish school at 12.15pm.

If your child is ill or you have an appointment where your child needs to be, please report it by phone (024-3774864) between 08.00 and 08.30 h at our concierge with a reason. Don't forget to opt out of the taxi: 024-3580903 (for children from Nijmegen)

8.2 Holidays and days off

Seminar	26 and 27 October 2020
Autumn holidays	19 october t/m 23 October 2020
Christmas holidays	21 december 2020 to 1 January 2021
Seminar	February 12, 2021
Carnivalholiday	15 February to 19 February 2021
^{2nd} Easter Day	5 open2021
Seminar	26 april 2021

Koningsdag	27 april 2021
May holiday	3 May to 14 May 2021
2 nd Whit Sunday	24 May 2021
Seminar	11 June 2021
Summer vacation	19 July to 27 August 2021



8.3 Head lice prevention

Head lice is an annoying ailment that occasionally rears its head. Where appropriate, the parents/carers of the group concerned are informed by letter. Checks are in principle carried out in the week after each school holiday, provided that there are enough volunteers for lice combing. Are you helping? More information: www.ggd-nijmegen.nl

8.4 Gym roster

The pupils of the Bloemberg have on Tuesday movement education in Sporthal de Horstacker, Horstacker 14-01, 6546 EK Nijmegen.

Ms. Sasa guides the teachers in giving these lessons. Are you thinking of matching sportswear and sneakers? (see for further information Chapter 9)

8.5 Leave

Of School Absence & Leave Scheme

If your child cannot attend school, for whatever reason, please pass this on to school as soon as possible. Additional leave can be requested from the principal of the school, Iris Kokosky Deforchaux. Of course we must abide by the rules and legislation. Is your child absent illegally (this also applies to regular late release!), this is reported to the compulsory education department of the municipality of Nijmegen. Since the law is strict and the school has to comply with it, we think it is important that you are aware of the regulations. This prevents confusion and surprises. The school will comply with the following regulations:

Leave scheme for 4-year-oldsjarigen

Children of 4 years are not compulsory schooling and may, for example, stay at home in case of overload (too tiring to go to school all day / whole week). De Bloemberg thinks it is important that 4-year-olds stay in the rhythm of going to school; for your child it is good to participate in the weekly rhythm in order to take full advantage of the offer.

Holiday leave

Outside the summer holidays, leave for a holiday can only be given in very exceptional cases. This leave may only be given if parents do not have the opportunity to go on holiday during an entire school year. When applying for a holiday leave outside the summer holidays, an employer statement must therefore be made to the director. The leave must not last more than 10 school days. It is expressly not intended for an additional holiday or an extension of a planned school holiday.

A request for additional leave must be submitted to the principal of the school at least 2

months in advance.

Leave should never be given in the first two weeks of the school year. Children who visit their parents in their home country during the summer holidays should not be given extra leave. These visits should therefore also take place within the normal summer holiday.

Leave due to important circumstances (up to 10 school days per year)

The request for leave should be made to the headmaster in advance. The reason for absence (if not planned) should be reported within 2 days of the absence, with explanations of reasons. Leave due to important circumstances may be granted only in the following cases:

- marriage of: parents (foster parents) / carers, grandparents, brothers, sisters, uncles and aunts (relatives in the^{3rd} degree), stepfather, stepmother, brothers-in-law and sisters-in-law
- death of: parents (foster parents) / carers, grandparents, brothers, sisters, uncles and aunts (relatives in the^{3rd} degree), stepfather, stepmother, brothers-in-law and sisters-in-law
- underfidelity of: parents (foster parents) / carers, grandparents, stepfather, stepmother, siblings
- official or matrimonial anniversaries of: parents (foster parents) / carers, grandparents, siblings, stepfather and stepmother - are included in the official anniversaries: the 25-, 40- and 50-year-old anniversaries.
 - are included in the wedding anniversaries: the 25-, 40-, 50- and 60-year anniversaries.
- visit to general practitioner, specialist or dentist
- compliance with a legal obligation, provided that this cannot be done outside school hours
- for removal, not more than 1 day
- in case of serious illness of parents (foster parents) / carers, grandparents, brothers, sisters, uncles and aunts (relatives in the^{3rd} degree), stepfather, stepmother, brother-in-law and sisters-in-law
- for other reasons, which the Director considers important, but not holiday leave

Leave due to important circumstances (more than 10 school days per school year)

This is leave for reasons which are outside the parents' wishes. A request for additional leave in the event of significant circumstances of more than 10 school days per school year must be submitted to the compulsory education officer at least 1 month in advance through the school's director. Leave in this can be given if the parents can provide a statement from a doctor or a social work person, indicating that a leave is necessary on medical or social grounds, concerning one of the family members. If you have any doubts or have any questions about the above, you can of course go to the directeur or at the compulsory education office..

Chapter 9

In this last chapter we have described some things related to insurance, questions, complaints, safety and appointments.

9.1 Accident insurance

All children enrolled at our school are insured:- all school days, from one hour before to one hour after school;- during excursions and school trips

9.2 Anti-bullying coordinator

It is important that parents and children know who they can turn to in case of (suspected) bullying behaviour or for questions about this.

On the Bloemberg there is an anti-plague coordinator: *Iris Kokosky Deforchaux*.

She can be reached by telephone from Monday to Friday at: 024-3774864 or by email:

iris.kokosky@conexus.nu .

9.3 Safety policy

The school's safety policy is an integral part of school and foundation policy. The safety policy has been developed in various areas and is available for inspection at school:

- (construction) technical matters
 - the 4 annual Risk Inventory and Evaluation
 - user permit (fire safety, evacuation plan, extinguishers)
 - safety check play equipment
- pupil targeted
 - aggression, intimidation and violence (complaints regime, code of conduct, bullying protocol)
 - registration of accidents
 - admission, suspension, removal of pupils
 - pupil care (extended instruction, referral)
 - periodic evaluation of pedagogical climate in the context of quality assurance
 - bedrijfshulpverlening
- staff focused
 - taakbeleid
 - aggression, intimidation and violence (complaints regulation, code of conduct, bullying protocol, unwanted manners)
 - absenteeism policy and procedure in case of illness
 - staff care, Pago, occupational health and safety, contact and counsellor
 - comprehensive personnel policy (mobility, professionalisation, career perspective)
- parent focused
 - aggression, intimidation and violence (complaints regulation, code of conduct, bullying protocol, unwanted manners)
 - Internal Contact

Suspend:

A suspended child may temporarily not attend classes and may not attend school. The school board (Conexus) may suspend your child for a maximum of 1 week (5 school days). Do you not agree with the suspension of your child? Then you can object to the competent authority. If this does not result, you can take action before the administrative judge.

Removal:

A school can remove a student for a variety of reasons. For example, if:

- the school cannot provide a pupil with the necessary special care;
- the pupil behaves aggressively on a continuous stand;
- there are serious arguments (even if the parents are involved).

First, the competent authority must listen to the story of parents and the teacher. Only then can the school decide on the removal of a pupil.

Objection to removal

Do you not agree with the removal of your child? Then you can object to the school. You must also inform the competent authority about this. The school must respond to your objection in writing within 4 weeks. Does the school stick to the decision to remove your child? Then you can go to the administrative court for your objection to a public school. The competent authority will provide a new school.

The competent authority decides on the removal of a pupil.

The authority may not remove your child until they have found a new school for your child.

9. The first part of the 4 Questions and complaints, confidant

If a parent, pupil or teacher has a complaint, it is best to contact the internal contact person. For our school, that's *Thomas van Hek*. He is at school on Mondays, Tuesdays, Thursdays and Fridays (024-3774864) and by email: thomas.vanhek@conexus.nu. The internal contact person can then be used to determine which step is best taken. The internal contact person can help refer to the external confidant and in filing a formal complaint. He also carefully monitors the anonymity of all those involved. The internal contact person helps and guides the pupil/parent/teacher at the first reception and supports the further steps. The interested party itself ultimately decides what steps are taken. This can be a form of assistance, reporting to the police or filing a complaint with the complaints committee. Appointments within Conexus can be read on www.conexus.nu/parents/children/complaints.

You can ask questions about the school to one of the teachers or to the management. Questions about education in general, and questions that you would rather speak to an independent person first, can be submitted to the question box for parents/parents about public education. This can be reached by telephone at 0800-5010 (key 4), on school days between 10:00 and 15:00. Digitally via the website www.50tien.nl. On the site you will find many questions and answers and you have the opportunity to ask a question yourself, which will be answered by e-mail. Sexual harassment, sexual abuse, serious psychological or physical violence: trustinspector's hotline 0900 -11131111 (local rate)

9. The firstpart of the 5 Appointments in and around Bloemberg

- ✚ Walk-in in the morning is from 8.15am. At 8.30am the lessons start; It would be nice if you would leave the classroom in time. In the afternoon the children gather in the schoolyard. Children who are not left are allowed to play with the other children from 12.45pm onwards; there is then supervision of the teachers. At 12.55 pm a call is made, so that we can start classes at 13.00.
- ✚ On Bloemberg, all students drink water at lunch; packets and bottles of lemonade, (chocolate) milk, etc. are returned to the children.
- ✚ Treats: We appreciate it if you want to pay attention to healthy treats at birthdays. If you want to get inspiration, check out for example: www.gezondtrakteren.nl or www.euschoolfruit.nl
- ✚ Coats and bags are hung on the coat racks. Make sure the items are named; this prevents getting lost.
- ✚ Mobile phones, game consoles, etc. may not be used during school hours. The Bloemberg is not liable for any damage or loss if your child takes a valuable item to school. Before school, it can be taken into custody by the teacher. Your child will then get it back after school.



✚ Gym wear: Gym wear is worn during gymclasses. Sneakers, gym pants and gym shirt or leotard. The gym gear doesn't have to stay in school. For the preschoolers, the sneakers will stay at school; they don't have to change for the gym class. For safety reasons, the sport variant is mandatory when wearing headscarves.

✚ Swimwear: On Friday afternoon, in cooperation with the municipality of Nijmegen, the Foundation for Learning Money and Sports Funds Nijmegen, swimming lessons are provided for the children of the switching classes. For this, these children need swimwear and a towel, and a bag to take home wet stuff.

9.6 Finally,

we hope that after going through our school guide you will have got a good picture of our education. Of course we would like to invite you for a personal conversation and a tour of our beautiful school.



Outside school hours, our principal Iris Kokosky Deforchaux can be reached by telephone: 06 26946419 (disaster only).