

# Brochure 2022-2023



# Introduction

For parents, students and interested parties,

With this brochure we want to give you an idea of our school and the way in which we organize our education.

Working in units where ownership, cooperation, quality and responsibility (together strongly) are the main values, that can be observed and experienced at the school. Children, teachers and parents form our school community in which we learn, play, work and have fun together.

Our best ambassadors are the students! They are the ones that it is all about. They know better than anyone how work is done at the Irisschool. The students know what is going well and what we could still improve. In this brochure you will find some statements from the children here and there to complete the picture.

In addition to the operation and organization of the school, this guide also provides practical information for the 2022-2023 school year and a holiday schedule.

We hope that you will find this handbook to be a helpful and informative resource throughout the school year. We look forward to meeting you at the Irisschool!

On behalf of the team,  
Marian de Moor-Vael



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## The school

## what we do

At the Irisschool we work with enthusiastic and passionate teachers.

We are convinced that education in 2022 must be contemporary, challenging and child-oriented. At the Irisschool we are working with a new educational concepts. We make use of modern resources that support the provision of our education.

From the 2019-2020 school year, the concept consists of working in units where different year groups work together with several teachers.

The children work from a fixed base group so that safety and security are maintained. In addition, collaboration occurs with children from a different base group within the same unit. Children learn to carry out assignments independently: either alone or in small groups.

Sometimes there are activities that take place with the whole unit. Cross-unit workshops are regularly organized by the teacher. These workshops allow everyone to experience a wide range of activities to develop their individual talents.

The role of the teacher changes considerably in this respect. Based on the core values, we work with short high-quality instruction to a small group of children, coaching and monitoring.

## Information

Irisschool  
Schelpenlaan 1A  
4533DW Terneuzen  
Tel 0115 431646

Director: Marian de Moor-Vael  
Deputy director: Huib Breedijk  
Internal supervisor, counselor and bullying coordinator: Debby Lambert  
Mail: [irisschool@ogperspecto.nl](mailto:irisschool@ogperspecto.nl)  
Website: [www.obsdeirisschool.nl](http://www.obsdeirisschool.nl)

Bank Information:  
NL 51 RABO 0145 93 7771 t.n.v. Irisschool Terneuzen

Authorized Authority:  
Onderwijsgroep Perspecto  
Markt 1, postbus 4  
4570AA Axel

<b>Unit A</b>	Amber Jonkman Melanie Verstelle Anne Dieleman/Debby Lambert Martine van Gulick Aïsha Kerpel	Basisgroep 1-2 A: ma t/m vrij Basisgroep 1-2 B: ma, di, do, vrij Basisgroep 1-2 B: woe  Basisgroep 1-2 C: ma, di, do Basisgroep 1-2 C: woe en vrij en op do ondersteunend
<b>Unit B</b>	Sarina Esseling Mads Mohnen Diana Bronne Anne	Basisgroep 3: ma t/m vrij Basisgroep 4: ma t/m vrij Unit B: ondersteuning: ma, di, woe, do Unit B: ondersteuning: vrijdag
<b>Unit C</b>	Hanna Kerckhaert Tanja Menu Teun de Pooter  Manon v. Geersdaele	Basisgroep 5: ma t/m vrij Basisgroep 6 A : ma, di, do, vrij-o Basisgroep 6 A: woe, vrij-m Unit C: ondersteuning: vrij-o Basisgroep 6 B: ma t/m vrij
<b>Unit D</b>	Marleen Otte Huib Breedijk Teun de Pooter Anne Dieleman	Unit D: ma t/m vrij Unit D: ma t/m vrij Unit D: ondersteuning: ma, di, do Unit D: ondersteuning: woe
<b>Intern begeleider</b>	Debby Lambert	Zorg en begeleiding leerlingen
<b>Directie</b>	Marian de Moor-Vael	Ma t/m vrij
<b>Plv dir</b>	Huib Breedijk	Ma t/m vrij

# The school

# what we stand for

## 1. Our vision and core values

*We choose to describe our vision based on our core values:*

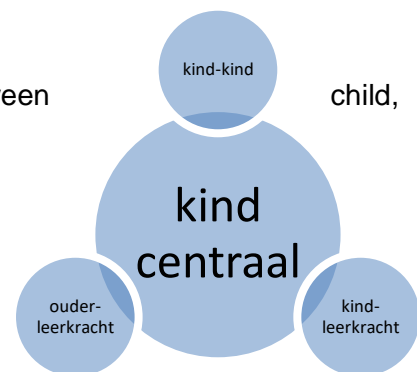
### Ownership

A child is curious by nature. When choices are offered and children learn to make their own choices, they become the owner of their own development process. Together with the teacher, the children can set their own goals and are aware of their talents. This also applies to all employees: we too are constantly developing and reflect on our own actions.

### Working Together/Collaboration

The child is central at the Irisschool. This means that we value meaningful cooperation in the broadest sense of the word between parent and team:

A prerequisite for working well together is: trust in yourself and trust in the other.



### Quality

When you provide education to children, quality comes first. We set high standards for the quality of our education. Not only the cognitive subjects are central, but also broad talent development plays an important role. We challenge children to get the best out of themselves.

The Irisschool is a school that is always on the move and where people think and act in a forward-looking manner. All employees are constantly evolving and are reflective in their own actions. We see it as one of our roles to prepare children for the future.

### Responsibility - Strong together

We provide children with high-quality education. The units work closely together where children can learn from and with each other.

The Irisschool team works together to ensure optimal growth in the development of every child.

Everyone is responsible for their own actions, responsible for each other and for the environment. This applies to all children, all employees and all parents.



*"If you want to go fast, you go alone  
If you want to go far, you go together"*

## 2. Mission

## Een school waar je wilt zijn

*Hier wil ik spelen  
Hier wil ik leren  
Hier mag ik mezelf zijn  
Hier mag ik kiezen  
Ik kan zien wat ik kan kiezen  
Hier kan ik ontdekken  
Hier is het duidelijk  
Hier kan ik creëren*

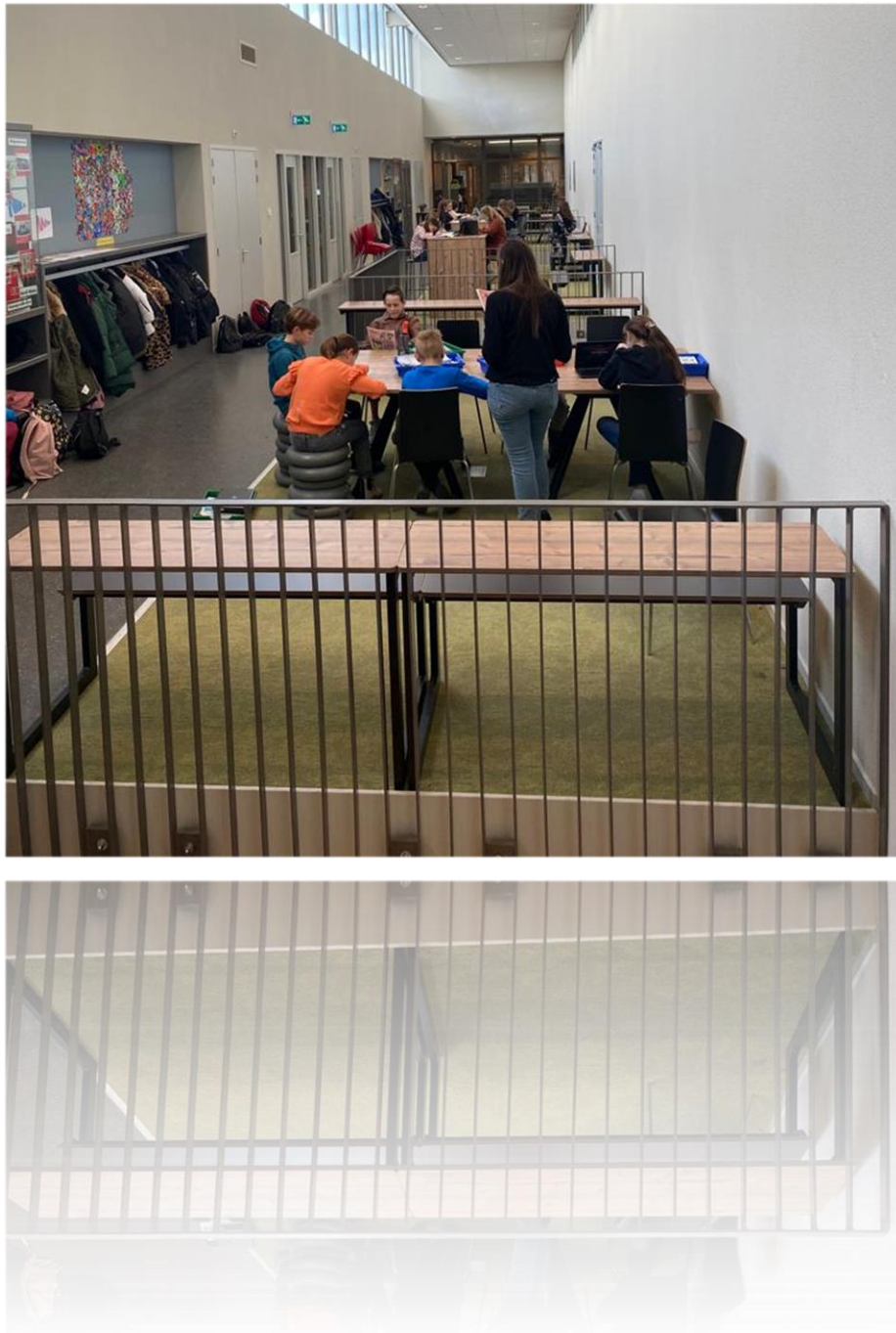
The IrisSchool: a safe haven for development,  
where you are challenged and where you can be yourself.

### 3. 3. Pedagogical climate as a basis

Based on the core values, a pedagogical climate is created in which respect for yourself and others is central. Only three agreements are the basis for this.

- Take care of yourself
- Take good care of the other person
- Take good care of your environment.

Every week, students work with lessons on social-emotional development using the KWINK method.



# The Education

# what we do

Our core values and vision on child development form the basis of why we work in units.

## Unit A

This includes all children from year group 1 and 2. We start the school year with three small basic primary groups that grow into larger groups during the year because there is an influx of children who turn 4 years old throughout the year. Every morning, the circle starts from its own basic group so that safety and security are maintained. During the day there is a lot of collaboration of with children and teachers from the other basic groups. We are going to work with broad, meaningful angles. This means that not every classroom has its own building corner, house corner, etc. Each theme is prepared and worked on together by the team of unit A. We make use of each other's. We make use of each other's talents and preparations are completed efficiently.

## Unit B

This includes all children from year groups 3 and 4. We will form two basic groups 3 and one basic group 4. In the first half of the school year, much attention is paid to the development of initial reading, so that the intensive cooperation with the basic groups is more focused on the other subjects. In the second half of the school year, collaboration in the basic groups at this unit becomes more intensive.

## Unit C:

This includes all children from year group 5 and 6. We form a basic group 5, and two basic groups 6. Instruction is given to a small group of children in several rounds by one teacher. The other children are currently working on independent work with the other teacher who takes on the role of coach. The teacher roles change in consultation with each other. There is cross-group collaboration in many ways based on development.

## Unit D:

This includes all children from year groups 7 and 8. In unit D we form two basic groups in which each teacher assumes the mentoring role of that particular group of children for a certain period of time. Instruction is given to a small group of children in several rounds by one teacher. The other children are currently working on independent work with the other teacher who takes on the role of coach. The teacher roles change in consultation with each other.

During the week, group activities also take place in which the basic groups in a unit work together in a larger setting or where smaller or larger groups work cross-unit.

There is plenty of attention for the development needs of the students, so that sometimes other, appropriate choices are made. The ability to meet these needs lies in the strength of the team's collaboration.



Lynn likes that she can indicate which goals she finds difficult and where she wants instruction. She also likes that she makes a "shadow test" that helps her to make the right choices.

## Unit A Playfully Working on Goals

Playful, conscious and goal-oriented stimulation of the development of children forms the basis of Onderbouwd, the thematic method that we use in kindergarten groups.

For learning through play Onderbouwd uses:

1. Hand puppets, these make the goal recognizable for the toddlers.
2. Development material: with this we make the goal tangible.

The use of puppetry in "Onderbouwd" makes the goal recognizable to children. There is a separate hand puppet for each purpose. As soon as Arie de Letterkanarie appears in class, children know perfectly that they are going to "learn" something about letters.

Arie provides a surprisingly simple incentive and pedagogical safety.

When children have had the exciting adventures with the hand puppet, the teacher teaches about the goal. We then work with development material. This makes the goal tangible, doing it yourself, touching and feeling are essential for learning.



## Unit B, C and D Thematic Work

In year group 3 of unit B, initial reading is central. For this we use the latest method of Veilig Leren Lezen. This is a comprehensive, contemporary method in which the children learn to read playfully.

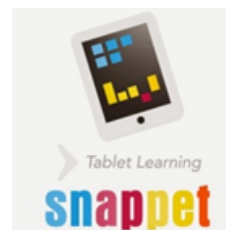
For the offer of subjects such as geography, history and biology, we use the "De Zaken" method.



From year group 4 of unit B, unit C and unit D we use a thematic method. This is currently the Faqta method. Within this method, the case courses are offered in an integrated way. Citizenship also occupies a place at Faqta. Integrated thematic work creates a connection between the content of the different courses. Within Faqta, discovery and research are central. The role of the teacher is primarily a coaching role.

## Learning by Gaining Experience

Experiencing what is being learned is an added value in addition to learning from a book. During the project weeks of Alles In 1, we organize the themes of initial reading and the themes at Onderbouwd. We also invite guest lecturers, or we will learn on location.



To meet the talents of children, workshops are also organized and specializations of teachers or external parties are used. In this way, we also use the expertise and talents of parents and others to give extra substance to our education. In doing so, the year group system is regularly broken.

### Early English Education

In order to accommodate the widest possible language development, we offer English education from group 1. The method we use for groups 1-8 is called "Groove me". The students receive about 60 minutes of lessons in English per week. In groups 3 and 4 the focus is mainly on mastering the Dutch language well, which is why we only start reading and writing in English in group 5.

Early Bird is the organization that supports our education in English. When offering a second language, we want to match the developmental stages of the children as much as possible. In the lower years, English is not a separate subject, but part of the regular program is taught in English. This takes into account the playful way in which children acquire language. In addition, it responds to the perception of the children by working with recognizable themes, such as clothing and the seasons. When spring arrives, it is also "spring" in the classroom!

### Arithmetic and ICT

For math education we work in units B, C and D with the method "World in Numbers" in combination with the Snappet program. This means that we offer the instruction of math education during the instruction rounds in the units. The processing of the orders is largely done digitally. All students from year group 4 have their own tablet with which they can do their calculations. These tablets are equipped with the software of the method.

Each student can use this to follow their own exercise program that is offered by the system. The system selects the correct practice problems at the student's level and switches through when correct answers are given. If a student has problems with a sum, he/she is first offered a somewhat simpler sum. The system anticipates what the students input. The advantages for the student are that he or she is not faced with a whole page of difficult sums, only one or two at a time appear on the screen. The student will experience success because sums are presented that are at the correct level and he is challenged to try one step higher. Experience shows that the work pace of the students and job satisfaction are greatly increased. A range of options are included in the teacher's software. Such as following the individual student during work. The teacher sees exactly what sum the student is making and whether it is successful or not. The teacher also sees immediately when a student is in danger of getting stuck and can immediately offer help.

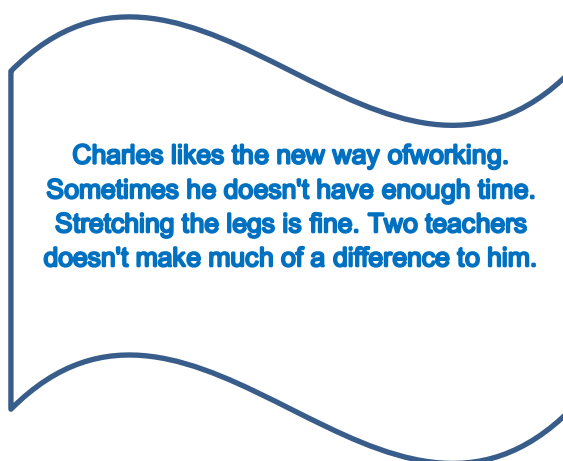
Because the administrative side has been digitized, the teacher has more time available to give instructions and to supervise students in groups or individually.

The students in group 3 still work in math workbooks, there is no digital version for them. They do work with digiboard software and videos and, above all, a lot of visual material.

### ICT Education

ICT is an important tool in the school. The digital whiteboard in every classroom can no longer be ignored. All students from 4th to 8th grade have a Snappet tablet. In addition to math, Snappet tablets also contain spelling, vocabulary and comprehensive reading practice materials. These programs are also used in the lessons to provide the pupils with extra practice in these areas and to give them the opportunity to work as much as possible at their own level.

With this technology, students also learn to take responsibility for their own learning process, by being able to indicate for themselves what they already control and what else they would like or need to practice. Ipad's are also used per group. We also have a large number of Chromebooks where children can work on all kinds of assignments in their own environment. This includes making papers and reports. The documents are stored in "the Cloud", so that the students have access to their own documents wherever and whenever they want. There is also a range of options for using social media. We teach the children to be "media literate" and to show respect towards each other and others.



## Reports

Twice a year, the pupils are presented with a report on the progress of their learning process. The first report will be published in January/February and the second at the end of June/beginning of July. The report also includes the grades that the student has achieved with his learning and making work in the group. In addition to all this, the well-being and social skills of the student are also reported through our tracking system "Kindbegrip". The students fill in an 'I report' from unit C. In this report, reflective questions are asked to the students. The input that the student himself gives in this report is the starting point for the conversations that are held with the student and the parents.

When they have only recently started school, the pre-schoolers receive a report containing a personal piece. From the moment they are at school for 6 months, they receive a report from "Onderbouwd".

# Student Care

## Monitoring Student Development

We follow the development of the youngest students by means of observations of work behavior, concentration, social behavior in the way as offered in our method "Onderbouwd".

In addition to the method tests, method-independent tests are administered by means of a test calendar. As a result of this, we map the progress in order to be able to tailor the curriculum to the students.

The Parnassys parent portal is open to you as a parent so that you can have insight into your child's progress whenever you want.

A final test is taken in group 8. The school uses the A-Vision test: "Route-8". We have chosen this final test because it is better suited to the learning and working method of our students. Route-8 is a digital test that takes about two and a half hours to complete. The test is adaptive, which means that the program is able to adapt the difficulty of the questions to the abilities of the student. The program selects the questions based on the answers given by the student. For students this is a recognizable way of working, so that there is no unnecessary tension.

Social-emotional development is monitored through the "Kindbegrip" registration system.



## Care Structure

Our student care is organized as follows. The teacher systematically monitors the progress and development of the students. This is done by means of tests, observations, conversations with students (s) and parents. Based on this, the educational needs of the student (s) are determined.

Care is initially provided in the group. The internal counselor ensures that the care process can be carried out properly. He/She supports and coaches the teacher to provide appropriate care.

In our care cycle there is an evaluation moment twice a year where we look at the progress of our students at school. This is in January and June. In this evaluation, we include action-oriented work in the classroom and group overviews are discussed. All group summaries are handed over to the next teacher at the end of the school year.

Our starting point is that pupils with special educational needs make the most progress if they are kept in the program of their basic group for as long as possible, supplemented if necessary by intensified practice and instruction (convergent differentiation). In some situations, due to specific educational needs, a student is completely or partially disconnected from the regular curriculum of the group and has its own learning line. It is possible that it is decided that such a student does not participate in the regular final test, the level test and the regular interim tests. When the school decides to disconnect, a development perspective is drawn up for the student. The school demonstrates and justifies that this is the result of more limited capacities. The development perspective is drawn up in such a way

Within our organization we have four levels of care. In all cases where this care is provided, the parents are informed and involved in the process. Requesting help outside the school (from level 3) in most cases also requires parental consent.

1.Care at group level The teacher identifies pupils in the group overview at an early stage who need extra care. It is examined whether goals need to be supplemented or adjusted and what extra care the student needs. For this purpose, achievable and measurable goals are formulated. The teacher adjusts the instruction, the offer, the processing and the teaching time to the differences in development and educational needs between pupils. Teachers evaluate and reflect on the learning process through peer consultation and/or discussions with the Internal Supervisor (IB-er). Twice a year there is a moment when the findings are discussed integrally in the team. There it is decided what help is needed and can be provided.

2.Care at school level If the measures at group level have insufficient effect, the teacher discusses this with the Internal Supervisor (IB-er). If more information is needed, research is done on the basis of action-oriented questions. The pupil discussion, which is held twice a year, determines whether specific educational need can be identified. And whether a development perspective is needed. It is also discussed whether and how the teacher can meet the special educational needs with an individual action plan. Agreements are made about evaluation of the proceeds. Based on our core values, we opt for intensive cooperation with the parents.

3.Care with the help of external experts If the above interventions do not have sufficient results or if the problem goes beyond education alone, extracurricular care can be called in. An external expert looks along with the teacher and the internal supervisor and does additional research, gives advice and / or guides the teacher.

For minor or single problems, the school social worker, the youth nurse or the youth doctor form the link with the Center for Youth and Family (CJG). For complex or multiple problems, care is arranged through the ZAT.

4. External care If the above care is not sufficient or the school is not able to provide the necessary care, a suitable school or training will be sought, where one is able to adjust the actions to the needs of the student.

### Enrichment Offer

Care for students also means that we tailor our offer to students who perform above average. In addition to the cognitive level of the student, learning style, motivation and other talents such as creativity also play a role.

With a challenging offer and suitable packages, we also want to develop these talents and prevent demotivation and under achievements.

Student care offers the possibility of extra guidance for students whose learning needs are greater than can be offered in the group.

Early progression is not a starting point, but in exceptional cases it is possible.

The teacher, the IB and the director determine on the basis of the group overview and group discussion which students are eligible for this, the director has the deciding vote in this.

In consultation with parents, it is decided whether and at what time the student will make use of this extra supplement to the curriculum. Where necessary, the Sidi protocol\* is used

(\*the Sidi protocol is a collection of questionnaires that can be used to identify the need for additional support) This support takes place within the group under the guidance of the teacher or a teaching assistant. Attention is also paid to the self-image of the students, meeting like-minded people

### Transition and an extended unit year

The starting point is that all pupils go through uninterrupted development and that the school goes through eight years. Nevertheless, there may be situations in which doubling is a better solution than continuing. These are far-reaching decisions. Because doubling is a loaded term in our eyes, we speak of an extended unit year. We always make this assessment together with the parents, in a timely manner, carefully and on the basis of objective data. We make use of the transitional criteria, as drawn up within Elevantio. Ultimately, the decision lies with the school. Parents can object to this decision, you can read more about this in the complaints procedure.

### Appropriate Education

All children deserve the best possible place in education. Education that challenges students, that is based on their capabilities and takes their disability into account. If possible, children attend regular education. This way they are prepared as well as possible for further education and for a place in society. Special education will continue to exist for children who are most at home there.

Schools have a duty of care. That also applies to our school. This means that we are responsible for providing a suitable place for all students who need extra support. This concerns students who are registered with us and students who are already in school. We look for a suitable place in consultation with the parents. At our own school or, if the school cannot provide the right guidance, at another regular or special school. In the school support profile (SOP) we have laid down what support we can offer. We work from the upper school Ondersteuningsplan van Elevantio



## Quality

### Results of our education

At our school we want the best education for your **child** with the best results for your child. We keep accurate track of these yields through our Student Tracking System ParnasSys, so that we can follow the developments of the children well. In group 8, the choice is made for the level of secondary education. It is also the group where we participate in the national Route-8 final test. This helps to make a responsible choice for your child.

The Inspectorate of Education assesses the quality of education at our school. This is done by making school visits, but also by assessing the **final test**. At the last inspection visit, our school received a basic package, an excellent result of which we as a team are very proud.

The results that the students have achieved on the final test are particularly good. The **total** result is very well above the upper limit set by the inspection. Moreover, the results of the test corresponded particularly well with the school recommendations given to the pupils on the basis of school performance. If you want to view the specific numbers, you can find them on [www.mijnvernsterspo.nl](http://www.mijnvernsterspo.nl)

## Procedure for advising secondary education

The primary school advice is a powerful predictor of the further school career of pupils. At our school, the LVS test scores reading **comprehension**, arithmetic/mathematics and spelling in grades 6 to 8 are used as a basis for the school advice. These results predict the position in secondary education after four years even better than the score on the Final Test. By looking at the course of the skill scores on the LVS tests over a longer period of time, it becomes visible how a student develops. We call this the 'hard' data. In addition, the school advice takes into account aspects such as work attitude, motivation, social-emotional development, study attitude or study skills. These are the so-called 'soft' data.

In group 7 we discuss a preliminary advice in consultation with parents and pupils. In group 8, based on the 'hard' and 'soft' data, we convert this into a final advice, again after consultation with parents and pupils. In these consultations we not only discuss the advice, but also the substantiation of this. The advice will be passed on to the secondary school before 1 April. At our school, the teachers of groups 6, 7 and 8 are involved in the development of the advice. The director remains ultimately responsible for this. If the score on the final test gives a higher recommendation than the previously formulated school advice, this will be adjusted if desired, after consultation with the parents.

With this description we want to give a clear picture of the careful procedure that leads to an advice on secondary education. If you as a parent still do not agree with the advice, you can of course always go for extra conversations. If necessary, the board can play a mediated role

## Quality policy

The school uses various tools to monitor education and results:

- Method-bound tests
- Method independent tests such as Cito tests
- Final test Route-8
- Test social-emotional well-being ZIEN!

The educational results are reported and discussed with parents and the data is used for trend analyses. The final test and the outflow data of pupils are indicators of quality. But education consists of more: well-being, interaction between students, pedagogical climate, personal development are important aspects. However, they are less easy to capture in hard figures. These aspects are monitored by regularly holding satisfaction measurements and by reports from the inspection, which you can view on [www.onderwijsinspectie.nl](http://www.onderwijsinspectie.nl)

The school works in a cyclical process: all plans are evaluated and adjusted after a certain period of time. In our school plan, we have drawn up a multi-year plan for this that we will follow in the coming years. In the coming year, extra attention will be paid to reading comprehension education.

## Appropriate education

All children deserve the most appropriate place possible in education. Education that challenges students, that starts from their possibilities and takes into account their limitations. Children go, if possible, to regular education. In this way, they are prepared as well as possible for further education and for a place in society. Special education will continue to exist for children who are best placed there.

Schools have a duty of care. This also applies to our school. This means that we are responsible for providing all pupils who need extra support with a suitable place. This concerns pupils who are registered with us and pupils who are already in school. In consultation with the parents, we look for a suitable place. At our own school or, if the school cannot offer the right guidance, at another regular or special school. In the school support profile (SOP) we have recorded what support we can offer. We work from the above-school Support Plan of Elevantio.

#### *Procedure:*

Parents register their child with our school. We then make the most appropriate offer possible at our own, another regular or a special school. After registration, the school has 6 weeks to decide on the admission of the student. This period can be extended once by 4 weeks. The school first investigates whether it can offer the pupil the extra educational support itself, possibly with extra support from (secondary) special education or from the partnership. Sometimes the school needs more information to properly assess this. We can ask for additional information from the parents for this. If we cannot offer a suitable educational place ourselves, we will arrange a suitable place at another regular or special school. This is done in consultation with the parents.

### **School support profile**

The Iris School scores more than adequately in all areas within the "quality of basic support" component. The school works yield-oriented and is good at action-oriented work. There is sufficient expertise within the basic support in the team. The contacts with parents are well arranged.

Nevertheless, the team still sees opportunities to improve basic support.

The school wants to further develop and concretize the educational concept in a continuous line of teacher actions and specific knowledge and skills of teachers in order to be able to properly implement the concrete elaboration of the concept.

The school assesses individually and tailor-made its possibilities, but also its limits to be able to offer care to children with special and specific educational needs. The starting point is that the school basically wants to offer care to all children in the school's feeding area.

The team is working on developing a suitable offer for gifted children, fitting within the concept of the school.

The implementation of policy on dyscalculia is also a point of development.

The school wants to maintain good cooperation with external partners, who bring specific expertise.



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(secondary) special education or from the partnership.

Sometimes the school needs more information to properly assess this. We can ask for additional information from the parents for this. If we cannot offer a suitable educational place ourselves, we will arrange a suitable place at another regular or special school. This is done in consultation with the parents.



The basis for contacts with parents are the aforementioned core values of openness and respect. From there, we talk to parents about the development of their child.

Openness and approachability are essential for good contact, which is why the school doors are open for the start of the lessons from 8:15 am – 8:30 am. During this time, the teachers are in their classroom and the director is present. There is then a possibility to pass on small messages or to make an appointment. For parents of younger children it is a safe idea to be



able to leave their child in the care of the teacher. There is also the opportunity to view drawings or games, so that you know what your child is doing at school.



For parents, we have opened the parent portal of our administration system “ParnasSys”. When your child goes to school, at the age of 4, you will receive an email from us with a link to log in to ParnasSys. You can then log in to your child's personal page, view and check the information we have received from you. You can also have data adjusted or changed via this page. There is only a limited amount of data available in pre-school years, but as your child's school career progresses, your child's page will fill up. You can then view all the results achieved by your son or daughter, so that you are always aware of the latest developments. These results will be discussed with you during the scheduled conversations. If you have any questions regarding the content of these page requests, you can contact the group teacher or the director.

We organize three official contact moments per school year, namely in September, February and June / July. The first moment takes place at the beginning of the school year and is mainly intended to get to know the student and his/her learning needs, input from the parents is very welcome in this conversation.

Halfway through the school year, the student's progress is discussed and the process is adjusted where necessary. At the end of the school year, the balance of the school year is drawn up and a look ahead to the coming school year. In addition to these official moments, there is always the possibility to request an interim meeting if the situation gives cause to do so. For teachers it is nice if these conversations can take place after 3 pm as much as possible.

Communication with parents takes place in various ways. In addition to conversations and telephone contact, we use the "Parro" app. You will receive an invitation from the teacher of your child (ren). Each group works in its own, secure environment, where only messages are posted that are important to that group.

Our weekly mail, news items and calendar items will also be forwarded via “Parro”. For parents it is clear if all information from school is offered and can be found via one channel.

Resources such as our website, the internet, email and newsletters are sometimes used. The teachers of unit A keep the parents informed of the developments within the group by email every week. You will receive information about what material was taught within the group that week and what is on the program for the following week. The school is open to the involvement of parents in the development of the school and the organization. For example, the expertise and talents of parents can make a major contribution to the school concept. We think of reading aloud, giving guest lessons, support with creative lessons or indoor and extra-curricular activities, much is possible.

Two forms of parental involvement are officially regulated: the MR (participation council) and the AC (Activities Committee)

## 1. Participation Council

Parents and teachers are involved in school policy and have the right of advice and consent. They can also put forward initiatives themselves. The MR consists of a parent section and a staff section, both of which have specific powers.

Mr. President:

Huib Breedijk (staff member)

Member

Bas Tilborghs (parent member)

B. de Feyter-ter Wal (parent member)

Tanja Kornelis (parent member)

Sarina Esseling (staff member)

Hanna Kerckhaert (staff member)

## 2. Activities Committee

The AC of the Irisschool consists of three permanent teachers and one delegation of enthusiastic parents who voluntarily supported the team in various activities (eg: Halloween, Sinterklaas, Christmas, Carnival, Easter, the four-day evening, last day of school and the bi-annual school musical). During the various activities (part of) the AC is present for guidance, support and implementation. In addition, prior to the various activities, we take care of the purchase of food and drink, decorations, setting up and executing playbooks, contacts with third parties, setting up treasure hunts, registrations of the evening four-day and the pre-sale of the school musical.

### Helpers

We are regularly looking for parents who want to help us with certain activities but do not want to / or have time to become apart committees.

If you want to register as a helper parent, you can enter your name, name of your pass on child (ren), telephone number and e-mail address via our e-mail address ([ac\\_irisschool@outlook.com](mailto:ac_irisschool@outlook.com)). We will then put you on our auxiliary parent list and approach you without obligation if we need additional help.

### Questions and/or Comments

Do you have a question, tip and/or comment, we would also like to hear from you through us email address: [ac\\_irisschool@outlook.com](mailto:ac_irisschool@outlook.com)

Happy to see you at one of our activities!!

## 3. Voluntary Parental Contribution

Your child must attend school in accordance with the compulsory education law and therefore you do not have to pay for the education of your child/children. Our school, like many other schools, does ask for a financial contribution for extra activities that are not part of the normal curriculum, such as the school trip and the school camp, additional teaching materials, excursions, the Saint Nicholas party and all kinds of other activities. The parental contribution for this is voluntary.

The school may exclude students from activities if their parents do not pay the voluntary parental contribution, but it will offer an alternative program. Our school will not refuse, expel or exclude students from the regular curriculum if parents are unwilling or unable to pay the voluntary contribution or only partially. In other words, the accessibility of education is not

affected by the voluntary parental contribution. The school will do its best not to let students suffer from the fact that their parents do not pay the voluntary contribution.

The amount of the voluntary parental contribution is determined each year in a publicly accessible meeting of the Participation Council. This requires the consent of the parental section. For the 2020-2021 school year, the voluntary parental contribution has been set at € 25. This year, a voluntary parental contribution of € 27.50 is requested for the school trip. This is for students in groups 3 to 8. The voluntary parental contribution for the school camp is € 80 this school year. Our school has a scheme in which the voluntary parental contribution can be paid in installments.

The contributions for pre-, between- and after-school care are not "voluntary parental contributions".

# Practical School Business

## 1. School Hours

Monday	Tuesday	Wednesday	Thursday	Friday
08:30-14.30	08:30-14.30	08.30-12:30	08:30-14.30	08:30-14.30

## 2. Point of Contact

If you want to discuss something with the teacher, you can always make an appointment outside of school hours.

If you want to discuss something in a general sense, etc. you can contact the following persons:

Monday to Thursday: Marian de Moor

In the absence of Marian: Huib Breedijk

## 3. Gym Times

On Tuesdays and Fridays, gym lessons are given to unit B, unit C and unit D in the large gymnasium of the community school.

On Friday, the children receive a gym lesson from Miss Martine. In addition to being a teacher of unit A, she is our qualified gym teacher.

The children of unit A gym in the small gym downstairs or on Wednesday morning in the large gym.

## 4. General

- In the morning classes start at 8:30 am. The door opens at 8:15 am so that students can enter the school. At 8:25 am the bell rings and the students who are still playing outside also go inside so that the lessons can start at 8:30 am
- If you come by car, do you want to use the parking spaces next to the school and park your car in reverse, so that you have a good overview of walking and cycling children when you leave?
- If your child is ill, do you want to call the school before 08:30 am (0115-431646) or send an app to the teacher via "Parro" to report this? If a student is not deregistered and is not present at school, the teacher will contact home after half an hour to find out the reason for the absence. This is to make sure everything is okay.
- On the first Wednesday after a holiday, all students are checked for head lice. For the volunteers who carry out this check, it is nice if the hair of the children has just been washed and that the girls do not have too complicated braids in their hair.
- We kindly request that you invite invitations do not hand out birthday parties at school. For classmates, it can be disappointing not to receive an invitation.

- In mid-September you will receive a request from the activities committee to pay the voluntary contribution. This has been set at 25 euros per student for the 2020-2021 school year.

You can also read the complete school guide on the site [www.obsdeirisschool.nl](http://www.obsdeirisschool.nl)

# Annual calendar 2020-2021

This annual calendar includes the activities that are already planned.

During the school year, numerous activities are still organized.

These are listed by the time they are recorded in Parro

<b>augustus 2020</b>	
maandag 24-8	1e schooldag na de zomervakantie
<b>september 2020</b>	
woe 2-9 t/m vr 4-9	Aangepaste vorm schoolkamp Unit D
maandag 14-9	schoolfotograaf
vrijdag 18-9	Infobericht start schooljaar per unit
<b>oktober 2020</b>	
woe 7-10	studiedag Perspecto (leerlingen zijn vrij)
ma 19-10 t/m vr 23-10	herfstvakantie
<b>november 2020</b>	
woe 4-11	studiedag Irisschool (leerlingen zijn vrij)
ma 23-11	rapport 1 mee naar huis
vr 27-11	Sint in school
<b>december 2020</b>	
woe 16-12	kerstviering op school
vr 18-12 t/m vr 1-1	kerstvakantie
<b>januari 2021</b>	
<b>februari 2021</b>	
ma 15-2 t/m/ ma 22-2	voorjaarsvakantie
<b>maart 2021</b>	
ma 1-3	studiedag Irisschool (leerlingen vrij)
ma 15-3 en di 16-3	oudergesprekken
<b>april 2021</b>	
vr 2-4 en ma 5-4	paasvakantie
vr 16-4	Mini Ropa Run Unit D
di 20-4	afname Route 8 (groep 8) o.v.b.
vr 23-4	Koningsspelen in combinatie met sportdag
ma 26-4 t/m vr 7-5	meivakantie
<b>mei 2021</b>	
do 13-5 en vr 14-5	vrij i.v.m. Hemelvaartsdag
ma 24-5 en di 25-4	vrij i.v.m. Pinksteren
ma 31-5 t/m do 3-6	avondvierdaagse
<b>juni 2021</b>	
do 10-6	musical Irisschool
<b>juli 2021</b>	
ma 5-7	rapport 2 mee naar huis
ma 12-7 en di 13-7	oudergesprekken
woe 21-7	afscheid groep 8
Do 22-7	laatste schooldag
vr 23-7	1 <sup>e</sup> dag van de zomervakantie