

Schoolgids 2024-2025
OBS World Guide

We are a MorgenWijzerschool

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Welcome to OBS Wereldwijzer

Good communication between parents and school is important. After all, primary school is an important part of a person's life. Both for the children and for you.

This school guide is intended for parents, guardians and others involved in our school. In this guide you will find practical information such as school hours, holidays, study days, school rules and childcare. It describes how we organise education and what choices we have made in this regard. What we find important and what distinguishes us from other primary schools. We indicate the mission and vision of our school and what you can expect from us.

In the school guide you can also read relevant information about the involvement of parents in the school and the other ways in which we inform you.

Where parent(s) are mentioned in this school guide, caregiver(s) are also meant.

The content of this school guide has been determined with the consent of the parent section of the participation council (MR).

We hope you enjoy reading.

On behalf of the Wereldwijzer team

1. About the School

1.1 General information

Contact Details

The Old World 59
2408NV Alphen aan den Rijn
0172424404

<http://www.dewereldwijzer.nl>
directie.wereldwijzer@morgenwijzer.nl

School Board

MorgenWijzer
Number of schools: 15
Number of locations: 19
Number of children: 4,000
www.morgenwijzer.nl

Partnership

Our school is affiliated with the SWV Foundation for Appropriate Education Rijnstreek.

Number of children

Number of children in 2023 – 2024: 141

1.2 Mission and vision

Our core values

Education has three target domains that need to be addressed: qualification, socialisation and personal development (Biesta, 2014). In order to be able and willing to learn, it is important to address the intrinsic motivation of children. This can be achieved by paying attention to the three basic needs: autonomy, competence and relationship (Deci & Ryan, 2000). At Wereldwijzer we think it is important that your child experiences happiness and fun. At our school, we give shape and content to these target domains and basic needs are reflected in the following three core values: being seen, meeting and discovering.

Be seen

In order to be able to develop, a safe environment is important. When there is trust and you are seen, you feel safe. On Wereldwijzer you can be who you are; We embrace the differences. Passion, autonomy and authenticity are very important to us. In the eight years that your child has been at our school, the questions "Who am I?" and "What can I do?" are central. There is no such thing as the average student: every child is unique and different from each other. Together with you and your child, we look at the how and what of your own learning process.

Meet

Together we become wiser in the world. Together means: working together, being responsible together and celebrating together. The relationship with children, parents and the environment is of great value to our education. The connection with the world around you makes you who you are. Wereldwijzer believes it is important to catch up with society in the classroom and vice versa. By letting children see and feel what is going on, they become involved in the living environment of humans, animals and plants. We want to challenge children to take care of themselves, others and our planet in a safe, reliable and sustainable way.

Discover

At Wereldwijzer we have a wide range of education, so that children discover what they like and what they have a talent for. In doing so, they learn to think in terms of possibilities and opportunities and to respond creatively to changing circumstances. By teaching the children to work together and to explore, we stimulate motivation and involvement. In order for your child to participate successfully in the society of the future, they need 21st century skills. (Kennisnet, 2017) At our school, they explore those 21st century skills, such as problem-solving, critical and creative thinking, in the real and digital world.

Mission and vision

"Contemporary education for EIGENwijze children"

It is our ambition to give every child the space to get to know and develop their own, unique self. We want your child to be 'their own and unique' and to believe in themselves. The child is at the heart of our education. Together we look at who the child is as an individual, who it wants to be and what it needs to develop its own identity. Every talent has the right to be seen. Giving confidence and creating opportunities for moments of success form the basis for our school to initiate that development and to dare to take on challenges for now and in the future. This mission statement of Wereldwijzer reflects our ambition and shows our direction that we want to work on in the coming years, so that we as a school continue to innovate. All employees, children and parents are invited to identify with this mission and act accordingly. Wereldwijzer's vision stands behind "lifelong learning". We want to prepare the children for a dynamic society and their place in this world. At our school, the children go on a journey of discovery into who they are, who they want to be and what they can do. What makes you a unique individual and where do your talents lie?

We want to make children co-responsible for their own learning process. By talking together about what they want or (still) need to learn and see how they learn best, the children can map out their own

learning path. Through involvement, curiosity and an educational environment, we gain insight into the talents and qualities of children, parents and our team. By setting goals that are in line with the zone of proximate development (Vygotsky, 1978) we want to challenge everyone to get the best out of themselves, by experiencing, meeting, making mistakes and overcoming. In today's rapidly changing society, developments are moving fast and this requires dynamic citizens who can act and think flexibly, creatively and independently. (Marzano, 2013) By encouraging this from an early age, we hope to motivate the children to "continue to learn throughout their lives". In order to make the children look at society with an open mind, we want to give them skills that they will need in the future, for example social communication skills and an inquisitive attitude, in which they are stimulated to be open to diversity in this world.

Identity

At our school, we work together with subject teachers from the Centre for Formation Education for the lessons on philosophy of life and identity. The expertise of these subject teachers means that we, as a public primary school, can give substance to lessons in philosophy of life and identity in a professional manner.

Formation education shows what faith or philosophy of life can mean for people. Our school sees this as inspiring and enriching, because it allows children to develop their own view on life. The lessons are based on respect for people who have a different outlook on life.

The weekly lessons of three quarters of an hour are provided by qualified subject teachers from various philosophical directions. You can choose Buddhist, Hindu, Humanist, Islamic, Catholic or Protestant formation. Training classes are not compulsory. We schedule the lessons in such a way that your child does not miss out on any core subjects, such as math and language. There is no cost to you. The central government pays for these lessons. For more information, visit the website www.vormingsonderwijs.nl

1.3 MorgenWijzer USE THE LATEST VERSION]

Wereldwijzer is a MorgenWijzerschool. MorgenWijzer is an organization with 19 locations for primary education in the municipalities of Alphen aan den Rijn and Nieuwkoop. We are a young organization where people learn and develop together, each from their own perspective. Our learning community connects people and schools, ensures cross-pollination and facilitates collaboration across the boundaries of the school. Together we feel responsible for good education for all children in the municipalities of Alphen aan den Rijn and Nieuwkoop.

Our Mission

We give every child the strongest possible foundation to be successful in secondary education. A solid foundation ensures equal opportunities, which are independent of one's social, cultural or religious background. This conviction guides us in everything we do. Whether that's in the classroom or outside of it. Within the school or within the foundation. With children, with employees or with partners. The best basis for every child: that's what we strive for every day.

Development starts with you!

At MorgenWijzer, everyone can develop from their own point of view. This is the promise we make to our children, colleagues and partners. We challenge everyone to make the most of their potential: you are the starting point of your own development.

Our Values

Our five values resonate in everything we do:

- Jointly responsible
- Studios
- Ownership
- Courage
- Delivering

Identity

MorgenWijzer has Catholic, public and cooperative schools. Administratively, therefore, we step beyond the boundaries of the traditional denominations. At the school level, these boundaries are maintained. Each school forms its own community with an identity that is shaped on the one hand by its history and tradition and on the other by the spirit of the times. The individuality is closely related to the people who work there, the parents and children who have committed themselves to the school and the environment of which the school is a part. Together, we determine what is important: the values and norms that guide the behavior within the school and the expressions of these in symbols, customs and celebrations that strengthen the connection.

More information about MorgenWijzer can be found on [the website](#).

2. Education

2.1 Organisation of education

Units at school

In the 2022-2023 school year, we started with 145 students divided into a lower unit (groups 1, 2 and 3), a middle school unit (groups 4, 5 and 6), and an upper school unit (groups 7 and 8). We have opted for an innovative form of education that is in line with our vision of what children need. We see unit education as a socially strong learning environment in which students of different ages and teachers learn from and with each other; With moments in which there is plenty of collaboration and everyone's talents can be seen and used. In this way, it is possible to work more from the qualities and expertise of the various teachers. Several education professionals work together in one unit. As a result, children are offered what they need from different points of view. We guarantee the quality of our education by constantly talking to each other as education professionals and by continuing to develop ourselves through training. In a unit, we continue to monitor each student closely and, where necessary, support is organized in consultation with internal supervisor and management. Together we strive for the best for all children at our school.

In the morning, the units work on the core subjects (arithmetic, language, reading) using a digital, adaptive learning environment. In this way, the development needs of each child are addressed. In the afternoon, there will be thematic and group breakdowns, with children working on activities and their own research. This creates motivation to learn and gives them the space to discover and develop their talents.

At Wereldwijzer we seek a balance between teaching knowledge and practical skills and stimulating personal development. The subjects of arithmetic, language and reading are the core of education. In addition to imparting knowledge, social-emotional education is an important part. For both, space and attention are systematically created in the curriculum.

Groups at school

Our students are grouped in the following way:

- Subject matter year classes: pupils are grouped according to age
- Building groups / Stem groups / Heterogeneous groups: students with different ages and levels are in one class
- Group-breaking level groups: Students of different ages are grouped by level for certain instruction or activities

Teaching time

What is Teaching Time? By teaching time, we mean the hours in a week that the student is at school. The content of teaching time can vary from school to school. Children are entitled to sufficient hours of education.

Completion of teaching time in the lower secondary education unit

At Wereldwijzer we meet the legal standard in terms of teaching time.

Reading and arithmetic in the unit substructure

In group 1/2 we work with the Mijnkleutergroep. This is a tool we use to follow the students and record the observations of the teachers. Observations are made during a play/work lesson and during the instruction circles that are given during a day. In each instruction circle, there is one lesson objective in which the different subjects (language and arithmetic) are alternated. For arithmetic we work with the method 'Semsom' in groups 1 to 3. In groups 1 and 2 we use Semsomdans and we use sources to realize a good continuous line.

English

English is taught in all groups. In a playful way, we introduce the children to the English language. We use the Blink English method for this.

Physical education

In groups 1 and 2, especially in the winter months, gymnastics is done at least 2x a week under the supervision of the group teacher. As the weather improves, the preschoolers play outside more. In the gym classes, basic shapes such as tumbling, rolling, balancing, jumping, running and shapes with material such as balls, hoops, etc. are discussed. For physical education, the preschoolers need gym shoes. Preferably without laces, with a non-slip sole and with a name. The gym shoes stay at school. Preschoolers do not wear special gym clothes.

Mixing time

During the mixing time, attention is paid to the fields of music, traffic and English, among others. Based on the expertise of the teacher, this field of study is taught to the various stem groups. During the mixing time, we find creative thinking and collaborative learning to be important starting points.

MyKindergarten Group

The children in group 1/2 are followed in their development on Wereldwijzer and guided according to the pupil tracking system of MyKindergarten. This system provides a picture of the development of all preschoolers.

Filling in teaching time in the middle and upper school units

Learning in the middle and upper grades

At Wereldwijzer we meet the legal standard in terms of teaching time. Below is an explanation of the courses and methods we use.

Snappet for grades 4 to 8 (arithmetic, language and spelling)

Nowadays, more and more is being digitized, including in education. Groups 4 to 8 work with the learning objectives of Snappet. With Snappet, students complete their assignments digitally, as they would previously do in a workbook or notebook. Snappet is a digital education platform that challenges every child to develop optimally. It is adaptive, allowing students to master the core subjects faster and at a higher level.

The lessons are divided as follows:

- Preparing lessons and lesson objectives (language, spelling and arithmetic)
- Giving Instruction
- Working on prepared lessons
- Teacher follows the students and gives individual or extended instruction
- Ready? Work on your personal goals that are in the weekly task.

The level of the student is determined per learning objective. We use Snappet for the subjects: language, arithmetic and spelling. Each day, the teacher prepares a lesson/learning objective. When the students are working, the teacher can see exactly what assignment the children are working on and what answers they are typing. The students also receive direct feedback on their work and see when they need support from the teacher. If a question is wrong, they get a chance to improve the question.

Advantages of Snappet:

- Students work on their own goals
- Students receive immediate feedback
- Teacher immediately sees if a student finds something difficult

- Teacher has more time to provide individual instruction and also provide enrichment to students with a developmental head start.

Arithmetic in year group 3

For arithmetic we work with the method 'Semsom' in group 3. It is a method in which learning through action and movement play an important role. Also with the children in groups 1 and 2 we use sources of the 'Semsom' method, so that there is a good continuous line.

Reading year group 3 to 8

In year group 3, reading education starts with Safe Learning to Read. In this group, a lot of time and attention is devoted to reading education. In addition to the reading technique, attention is also paid to learning to understand texts. A good foundation is laid here on which we can build in the middle and upper grades. That is why technical reading remains of great importance in the middle and upper grades as well. Especially in grades 4 to 6, we make sure that the students practice reading difficulties and learn to read well technically. We do this with José Schraven's learning trajectory. In addition, the emphasis is shifting more and more to comprehension, studying and reading fluently. These are skills in which we guide the students. For reading comprehension, Wereldwijzer uses the 'News Comprehension' method. Within this method, the students work with news items about current topics. In addition to talking about the text, they do exercises in which they practice reading comprehension skills. In addition to current texts, other texts are also read, which contain information about the themes at Blink.

To write

The children of Wereldwijzer learn to write with the Pen Strokes method; This is a method of learning the connected script. Writing education should help pupils to have a clearly legible, neat and fluent handwriting, in order to be able to communicate better with others. We start in group 2 by practising the movements that precede writing. Only later do the real letters come into play. In group 4, students learn capital letters and write longer words. In the upper grades, the students can discover whether they prefer to write separately or in a connected way. In addition to the digital processing of Snappet, there are several moments every day where writing is practiced. This includes writing on worksheets, taking notes, and during spelling dictations.

English

In year groups 1 to 8 we will start with a new method: Blink English. We encounter English everywhere in our society, which is why it is important to learn the English language in a natural and gradual way. Blink English is a method for learning English and offers a fully continuous learning trajectory from grades 1 to 8. Blink Engels lays a foundation early on. By playfully stimulating natural language acquisition during the extra language-sensitive period of a child (0-7 years), children have much less difficulty with English in further education.

World Orientation

At Wereldwijzer we talk a lot with the children about the world around us and we teach the children about the past and present of our earth. It is not only about factual knowledge, but also about learning a correct attitude towards nature, peoples in other countries and our ancestors. We work with Blink World for this. With the integrated teaching material, we work in themes, within which the various subjects (geography, history, nature & technology, topography) are discussed. Each year, we work on five themes. We start with a number of knowledge lessons and from there the children work towards their own research. During the study, the children are supervised by the teachers, but they also learn from and with each other. Each theme is concluded with, for example, a presentation, magazine, performance, etc. In the superstructure, topography is also offered separately. In group 6 it is the Netherlands, group Europe and group 8 the World.

Expression courses and workshops

For many children, expression subjects are an outlet for the creative talents they possess. In addition to the learning subjects, these subjects are therefore essential for the social emotional development of both the student and the group. Students learn to use images, language, music, play and movement to express feelings and experiences and to communicate with them. The students learn to reflect on their own work and that of others. The students acquire some knowledge about and gain an appreciation for aspects of cultural heritage. In addition to lessons in their own unit, the middle and upper school units work together during the Ateliers, where the talents of the teachers shape the program. The students can register for the different parts that make them enthusiastic.

Physical education

In groups 3 to 8, the pupils receive physical education twice a week by the subject teacher. The objective of the movement classes is to get acquainted with all kinds of exercise, ranging from gymnastics and dance to athletics, games, climbing and clambering and fitness. In addition to the physical aspect, things like social skills, dealing with winning and losing, working together, accepting differences, looking for challenges and dealing with the limits of your body play a role. Where possible, special attention is paid to motor problems. During gym class, everyone wears gym clothes, shorts and a T-shirt or a leotard. Wearing gym shoes is mandatory. Sturdy footwear is recommended. Jewelry, watches and the like may not be worn during gym class for safety reasons. It is wise to leave such items at home or give them to the teacher on gym days.

2.2 The team

The tasks of the various people at school.

The Director: The Director is the point of contact for parents. The principal's main task is to organize the school well by providing good and contemporary educational programs. The director is the designated discussion partner for parents.

The school coordinator: The school coordinator, like the principal, is the point of contact for the parents. The school coordinator is trained to become an independent director within a number of years.

The group teacher: The group teacher is mainly concerned with everything that goes on in and around the classroom. The main tasks are teaching, preparing, grading, contacting parents, keeping records, and attending meetings. In addition, the teacher, together with parents, organizes all kinds of activities.

The internal supervisor: The IB student is the team member whose task it is to coordinate the extra care for pupils, to support the teachers and to supervise them where possible. In case of problems of students whose development does not go smoothly, the IBer offers help. This can be an observation, a conversation or research and can lead to the drawing up of a help plan or action plan. This is always done in consultation with the teacher involved and with the parents. The results from the pupil monitoring system and the results of the reports are also regularly discussed by the teachers and the internal supervisor (IB-er).

The subject teacher: This is someone who specializes in a particular field. At Wereldwijzer we work with a subject teacher for physical education and training.

Physical education: In group 1/2 the playroom is used. The teacher of the group gives the movement lessons. Groups 3 to 8 receive physical education from a subject teacher twice a week.

Formation education: Children in groups 4, 5 and 6 can follow formation education. The lessons are once a week and last three quarters of an hour. We have chosen to offer formation education to groups 4 to 6, because we want to emphasize the academic and social skills of the students in the upper years so that we can prepare them well for the transition to secondary education. The lessons are given by subject teachers from the Centre for Formation Education. As a school, it is our task to

provide students with knowledge about different faiths and beliefs and to teach students how to form an informed opinion. These classes are voluntary.

The teaching assistant: There are several teaching assistants working at our school. They work in the unit and supervise individual and/or small groups of students. The teacher and the internal supervisor determine what will be treated and discuss this with parents.

The intern: Students are the future. MorgenWijzer has a partnership with Pabo Hogeschool Leiden. A number of MorgenWijzer schools, including Wereldwijzer, have been designated as training schools within the Training Together programme. At these schools, part of the Pabo curriculum can be designed in the workplace. A nice side effect: from this program, students who complete their education with a good result can then start working within MorgenWijzer. In addition to teacher training students, we are also happy to offer internships to teaching assistants in training and we are also open to other courses that have common ground with education.

2.3 Provision for the young child

Our school does not have any extra services for young children. We organize the offer for the young child ourselves.

2.4 Quality assurance and school plan

What is Quality Assurance?

Schools work with a plan to increase the quality of their education. The plan helps them to continue to provide education that satisfies everyone involved. Quality assurance is about the way in which the goals in the plan are achieved.

Goals in the school plan

In the past school year, work has been done to draw up a new school plan for 2024-2027. This is placed in Windows.

How do we achieve our goals?

The goals in the school plan are translated into an annual plan every year. Every six months, we evaluate the progress on the annual plan. In addition, we create a working document with a number of work sessions. During the work sessions, we talk to each other about improving education and we get to work on it by, for example, preparing lessons together that have that effect.

MorgenWijzer sets high standards for the quality of education and its monitoring. That is why MorgenWijzerscholen are followed and guided in this by experts from the service bureau.

3. Support & Safety

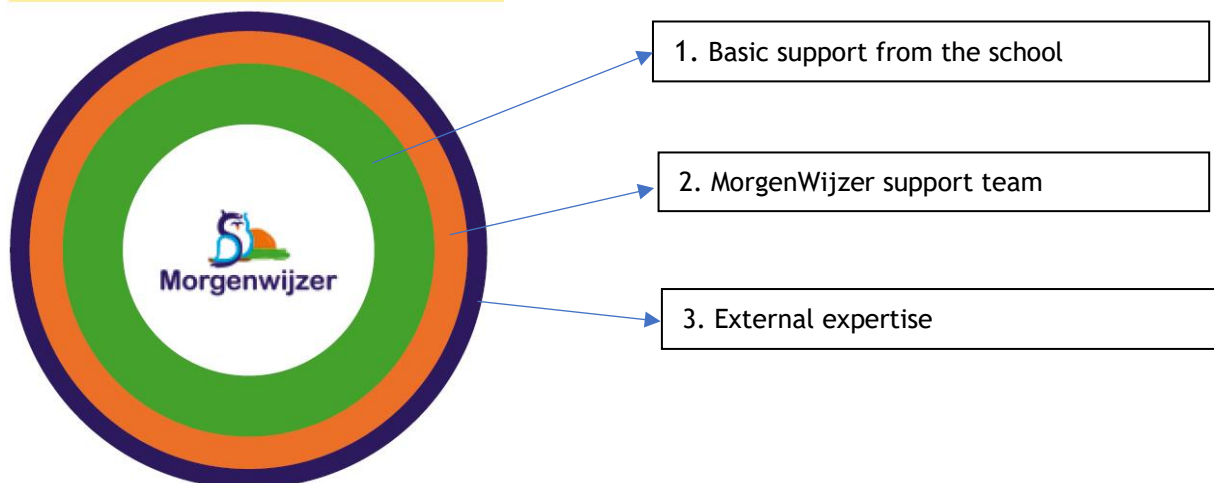
Every child deserves a good education. Good education enables students to develop their talents, while receiving the support that suits them. This educational support can be provided in collaboration with other schools and institutions. In addition to collaboration with the extracurricular specialists of MorgenWijzer, almost all schools within MorgenWijzer work together with other schools within the Rijnstreek Partnership. More information about the partnership and the support plan can be found at www.swvrijnstreek.nl.

3.1 Additional Support

In order to identify the support needs of each child, we look at what a child needs to develop optimally. What stimulates them in their development and what hinders them? The emphasis is on what your child can do and what is difficult, we tackle together. There are several ways to organise appropriate support for your child, in which you as a parent are always closely involved.

In addition, we can make use of the expertise in the MorgenWijzer-wide support team. This includes remedial educationalists, behavioural specialists, child coaches and support staff in the field of Appropriate Education.

In diagram it looks like this [LAYOUT IN NEW CORPORATE IDENTITY]



1. Basic support provided by the school, provided by teachers/tribal group leaders, supplemented and supported by teaching assistants, the IB student and the internal experts. This also includes the plus and care classes for the benefit of your own school.

2. Extra support from the MorgenWijzer support team, which is deployed when children need more tailor-made care. This team consists of remedial educationalists, child coaches, and a behavioural specialist with expertise in the field of behaviour and language/dyslexia/dyscalculia. They conduct research and give advice, think along with the process and/or offer practical help.

3. The outer one contains the expertise that is not available within MorgenWijzer and is hired where necessary (AED, Cardea, Auris, Visio, language class, etc.).

School Support Profile

What is the School Support Profile?

Students sometimes need extra support. The school support profile states what extra support the school offers, in addition to the basic support. The document also states what goals and wishes the school has for the future. In addition, contact with parents about support is discussed. Teachers, the school management and the board draw up the school support profile together.

Appropriate Education

Wereldwijzer is a member of the Partnership for Appropriate Education Rijnstreek. Within this partnership, each school has an offer for children who need more guidance. Together, the schools ensure that children in the region who need it receive the extra support that suits their developmental needs, i.e. Appropriate Education.

The Rijnstreek Partnership for Appropriate Education has a parent support centre. In appendix 7 you can read more about the partnership and the support centre.

Special Teaching Places

When a child needs long-term and specific support that we as a school cannot provide, a child may be eligible for a special teaching place. This means, for example, a placement in special primary education (SBO) or in special education (SO). For this purpose, a declaration of admissibility (TLV) is requested from the Samenwerkingsverband. As parents, you will be closely involved in this process, if applicable.

Other support

If a child has to perform medical procedures at school, for example taking medication, the school can provide (limited) guidance in this. Agreements and responsibilities for this are recorded in writing in advance.

3.2 Safety in the school

Bullying and undesirable behaviour

A primary school is a safe place to play, learn and work. That is why we pay attention to social safety and are keen on bullying. You can read more about this in our anti-bullying protocol (appendix 2). In case of serious undesirable behaviour, we follow the protocol of MorgenWijzer. You can find more information about this in Appendix 4.

Confidential counsellor

It can happen that something happens at school that makes you feel the need to talk to someone. In the first instance, your child's teacher/group leader is the right person for this, or possibly the director. If you find this difficult, you can also request a meeting with our internal confidential advisor: Milou Timmer (IB'er) miloutimmer@morgenwijzer.nl

If you prefer to speak to someone from outside the school, please contact the external confidential counsellor for parents and children. MorgenWijzer has made agreements about this with the Municipal Health Service (GGD):

GGD Hollands Midden, Secretariat Youth Health Care

Phone: 088 - 308 33 42

E-mail: externevertrouwenspersoon@ggdhm.nl

Website: www.ggdhm.nl [=LINK]

GGD and the school

In group 2 and group 7, all children are examined by the school doctor of the Municipal Health Service (GGD). To monitor the development of speech, the speech therapist of the GGD comes to the school for a screening of 5-year-olds. The GGD advises the school in the field of safety,

hygiene and health. The paediatricians and nurses also pay attention to children who need extra care or who are more at risk of health problems. If necessary, they can inform parents separately about their child's growth and development, for example during a home visit.

In appendix 8 you will find information about the Centre for Youth and Family (CJG). Various professionals from the core partners work together in the CJG, such as paediatricians, nurses, social workers and pedagogues. The GGD Hollands Midden, Youth Health Care is one of the participating organizations in the CJG.

Infectious disease

If your child has an infectious disease, such as chickenpox, it is contagious to other children. It helps if you inform the teacher/tribal group leader of the infectious disease, so that the other parents can also be informed. To determine whether or not children are allowed to go to school with a certain disease, we use the guideline as established by the GGD. For more information, please consult the GGD website: www.ggdhm.nl.

Accident

If your child has an accident at school and it is not serious, we will treat the child ourselves. Wereldwijzer has qualified Emergency Response Officers (BHV) who are trained in first aid and evacuation tasks. If the injury is more serious, we will contact you as soon as possible to take your child to the doctor, dentist or hospital if necessary.

Evacuation

There is an evacuation plan at school. The buildings are being repaired by the fire brigade Regularly checked for fire safety and availability of emergency exits. We hold an evacuation drill three times a year, which are coordinated by our emergency response officers.

Accident insurance

MorgenWijzer has taken out an insurance package for all its schools with accident insurance and liability insurance. Under the accident insurance, all children, staff and volunteers involved in school activities are insured. The insurance entitles you to a limited benefit if an accident results in permanent disability. Some other costs are also partially insured. The insurance is an additional insurance. In the first instance, the child and the parents' own insurance will be invoked.

Safe transport

To ensure that excursions and trips run safely, we have made a number of arrangements:

- Parents who sign up to transport a group of children must be in possession of an approved car, a valid driver's license and passenger insurance. If you are unable to comply with this, we assume that you will not sign up to pick up or drop off a group of children.
- When transporting, it is mandatory for every passenger to wear a seat belt.
- Where possible, the groups go on excursions by bike. In that case, we will provide sufficient guidance and the group will wear strikingly colored safety vests.

3.3 Domestic Violence and Child Abuse Reporting Code

If there is a suspicion that a student is dealing with a form of violence or abuse in the home situation, we follow the *Domestic Violence and Child Abuse Reporting Code*. The reporting code ensures that we work carefully by following a five-step plan. You can read more about the reporting code on the MorgenWijzer website. [LINK WILL FOLLOW LATER]

4. Useful information for parents

4.1 How parents are involved

We believe it is essential that there is good mutual contact between parents and teachers. Our school is therefore in regular contact with parents. This happens in many ways: child-oriented contacts and school-oriented activities. The child-oriented contacts are about their own children. In the case of school-oriented contacts, the general aim is to involve the parents in the school process. The formal side of "thinking together" of parents and teachers takes place in the participation council. In addition, Wereldwijzer has a parents' committee, an active parents' group that supports us in all kinds of activities.

In principle, every parent has the right to information from the school about his or her child. That is also the starting point of our school. However, there are differences related to legal status and parental authority. You can read more about this in Appendix 1.

Contact moments during the school year

Parents will be informed in the following ways:

Contact between parents, child and teacher(s) is important to us. It is an important basis where we take care of the development of the child together. The contact moments can be very diverse, such as the planned parent meetings where it will be about the development of the child and there are also various informal moments where you can sign up as a help parent to support activities at school and during an outing.

We work with the parent portal of Basisonline. In this online portal, a lot of communication takes place between the school and you as a parent/guardian. This includes parent letters, student and group information and scheduling 10-minute conversations with the teacher.

Walk-in moments

Every month we invite the parents of the middle and upper grades for a walk-in moment in the morning. You start the day together with your child in the classroom and get a glimpse of how we start the day. Parents of children from the lower grades are allowed to bring their child into the classroom twice a week.

Information evening

At the start of the school year there is an information evening for parents. We determine the content of this evening for each school year.

Parent interviews

Twice a year there is a parent meeting, in November and February, these are mandatory. If there is a need for a conversation from parents and/or teachers at the last report in June, that is always possible. Registration for the parent interviews is done digitally via the parent portal. You will be invited by the teacher from the parent portal to sign up for the parent interview.

Participation Council (MR)

The Participation Council (MR) advises and co-decides on the school's policy. The discussions with the MR promote openness and mutual consultation between the school team and the parents. Our MR consists of four people, two parents and two employees. Both locations are represented by parents. The management also joins in on topics such as formation and school developments.

The MR members are Kim Radstake and Niels Eilander from the parent section and Marieke Koetsier and Annelijn Bom from the staff section.

If you want to contact the MR, you can do so via the following e-mail address:
mr.wereldwijzer@morgenwijzer.nl

Parents' committee

The parents' committee is composed of parents of students and one from the team and the school support worker. It aims to organize all kinds of activities at school together with the teachers, such as the Sinterklaas party, the Easter party, etc. To this end, meetings are held regularly. You can sign up to become a member of the parents' committee.

If you would like to contact the Events Committee, you can do so via the following email address:
cecileverhoog@morgenwijzer.nl

4.2 Voluntary parental contribution

Primary education in the Netherlands is free. Nevertheless, almost all schools ask parents to make a voluntary contribution. Not for education, but for activities that give education just that little bit extra such as the Sinterklaas and Christmas party, sports activities, the King's Games, the spring festival, etc.

The voluntary parental contribution for this year is € 40.00 per child. You will receive an invoice for the parental contribution in October. You also have the option of paying in several installments. A separate contribution is requested for the annual school trip and the school camp in the upper grades, depending on the destination. For the school trip it is around € 30.00 and for the school camp around € 130. You will be notified separately about this.

If these financial contributions are insurmountable for you, do not hesitate to contact the director. We will then look for a solution together. All children participate in the activities of our school. We may, but do not want to exclude children because their parents do not pay the voluntary parental contribution.

4.3 Calling in sick and requesting leave

We ask you to report your child's absence due to illness or other reasons to the school in good time. You can do this in our parent portal or by phone. The school can be reached by phone from 08.00 hrs. If a child falls ill during school hours, we will contact the parents or guardians by telephone. You will then have to pick up your child from school or have them picked up. In principle, we do not send children home during school hours. We are responsible for your child during school hours and therefore do not allow children to go home independently during school hours. This applies to all groups.

We appreciate it if you schedule a visit to the doctor or dentist outside school hours as much as possible.

Schools are obliged to report unauthorised school absences to the school attendance officer. Sometimes a pupil cannot go to school and there is a case of excused school absence. The website of the Dutch government (www.rijksoverheid.nl) states when there is a case of permitted absence.

Leave outside the school holidays is subject to [rules](#) and you must request permission from the principal. You will find a form for requesting leave on the website. Schools are obliged to report unauthorised school absences to the school attendance officer.

4.4 Complaints

As a school, we feel responsible for creating a safe school with a pleasant pedagogical climate. If, despite our best efforts, things go differently than you expected, you can call us to account. It is best to discuss your objections with the person concerned first. If you are unable to reach an agreement together, you can contact the management of the school. In most cases, we will come to an agreement by mutual agreement.

If you are not satisfied with the outcome, you have the option of filing a formal complaint with the Executive Board of MorgenWijzer. You can also go to the [National Education Complaints Committee \(LKC\)](#). Parents and children as well as staff members can submit a complaint to the LKC.

You can read more about the complaints procedure on the MorgenWijzer website. [LINK WILL FOLLOW LATER]

5. Registration and registration

If your child is going to Wereldwijzer for the first time, we cordially invite you for an introductory meeting and we will be happy to show you our school. The application form for this can be found on our [website](#) [LINK].

Compulsory schooling?

You can register your child from the age of three, until at least ten weeks before your child is four years old. For our planning, we appreciate it very much if you do this in time. If there are no special features, you will receive an official confirmation after registration. Six weeks before your child turns four, you will receive an invitation email or phone call with the request to make settling-in appointments for your child.

From the fourth birthday, your child can go to school. From the age of five, your child is obliged to go to school because of compulsory education. If you want to know more about compulsory education in the Netherlands, please visit the [website of the Dutch government](#). [=LINK]

Accustom

To help your child get used to the new environment, we work with an adjustment period of five (half) days. Because the kindergarten groups fill up towards the end of the school year, it is possible that from 1 June we will no longer make adjustment appointments for the summer holidays. The settling-in period will then start in the new school year. In the last three weeks before the summer holidays, no more intakes will be done.

Lateral entrants/changing schools

Entry of children who have started their school career at another primary school is always done in consultation between the parents and the school (management) where they are still at that time. Permission from both management is always required for a transfer. The teacher of the school of origin makes an educational report, one copy of which is given to parents to hand over to the new school. In the last three weeks before the summer holidays, no more intakes will be done.

For children who enroll in the interim, it is agreed when children will come to meet each other. There will always be a (warm) handover from the school where the child comes from.

Duty

Within Appropriate Education, each school has the task of finding a suitable place for every registered pupil. This is called the duty of care. If you, as a parent, suspect that your child needs extra support, it is important to mention this when registering. Together with you and possibly with external parties, we will discuss your child's support needs. If necessary, further research will be carried out.

Sometimes, after investigation, it turns out that placement is not possible. This depends on a number of factors:

- if the balance within the group concerned (the children themselves and/or the teacher/group leader) leaves no room for changes/additions;
- if there are multiple problems that are beyond our expertise;
- if the new pupil to be placed will demand a disproportionate amount of time from the group leader/teacher and the school due to behavioural or work attitude factors, at the expense of the well-being and development of the group concerned;
- if parents do not want to cooperate in a solution-oriented way.

If this is the case, we will look for a suitable place for your child at another school within the partnership. This place must be found within a maximum of ten weeks, of course in consultation with you and your child. If this is not possible within that period, your child will be given a temporary placement at our school until a suitable school has been found.

Convoke

If you plan to move or leave the school for other reasons, please contact the principal in good time. She ensures that the registration is correct and that the educational report for the new school is drawn up (or have it drawn up).

6. Development and results

6.1 Interim tests

Twice a year, the CITO tests are taken in groups 3 to 8. Based on these results, an analysis is made. The analysis is the starting point for drawing up a plan that will be used in a targeted manner in the coming period. In the meantime, this will be evaluated and adjusted where necessary.

In groups 1 and 2 we work with the observation system of Mijnkleutergroep. On a daily basis, the teachers observe the development and progress of the students. Twice a year, an analysis is made of this in order to draw up a plan that will be used in a targeted manner in the coming period.

6.2 Results

As of the 2023-2024 school year, the final test that children take in group 8 has been replaced by the transfer test. With this test, children can show what they have mastered at that moment. After taking the test in group 8, a child continues to develop. Even in secondary education, a child can still change the type of education and thus find the most suitable place. The test will take place in February. Children can apply for the secondary school of their preference that best suits their level. The results of the transfer test will be visible for the first time in the school guide for the 2024-2025 school year.

Reference Levels

The Inspectorate of Education checks whether the education at schools is of a sufficient level. The children's final test results play an important role in this check. From 1 August 2020, the Inspectorate uses reference levels to determine whether a school is performing sufficiently or inadequately.

What are reference levels?

A transfer test measures the components Dutch language and arithmetic:

- What percentage of the children have reached the basic level with the final test (this is also called the fundamental level).
- What percentage of the children have reached the target level with the final test. This is a higher level that the children achieve.

The fundamental level (baseline level) and the target level (higher level) are also referred to as the 'reference levels'. So they say what level the children have achieved at the school in the fields of language and arithmetic. To see if the school has sufficient or insufficient they are compared with signalling values from the Inspectorate of Education.

Fundamenteel niveau

Het fundamenteel niveau is het niveau voor taal en rekenen dat zoveel mogelijk leerlingen aan het einde van de basisschool zou moeten beheersen. Dit wordt gemeten in groep acht met de eindtoets. De inspectie stelt dat minimaal 85% van alle leerlingen het basisniveau moet behalen. Deze 85% is de signaleringswaarde voor het fundamenteel niveau en dit is voor alle basisscholen in ...

+ LEES MEER

Streefniveau

Het streefniveau is een hoger niveau dan het fundamenteel niveau. Het doel is dat zoveel mogelijk leerlingen eind groep acht het streefniveau bereiken. Op basis van de leerlingpopulatie op school wordt door de inspectie voor elke basisschool in Nederland apart bepaald hoeveel procent van de leerlingen het streefniveau moet halen. Dat percentage is de signaleringswaarde voor het ...

+ LEES MEER

6.3 School advice

To make the transition to secondary education after group 8, a child needs a school recommendation. This school advice states which type of secondary education best suits the child. A committee of teachers groups 7 and 8, internal supervisor and director jointly comes to the (provisional) school advice.

To arrive at this advice, they use the following data:

- Results of pupil tracking system tests from group 6 onwards
- Results of method-based tests
- Social Emotional Skills
- Work attitude, motivation and behaviour
- Possibly extra support within appropriate education
- Homework attitude

A pupil can receive a school recommendation for one type of school (single) or for two school types (multiple/double). The possible school recommendations are

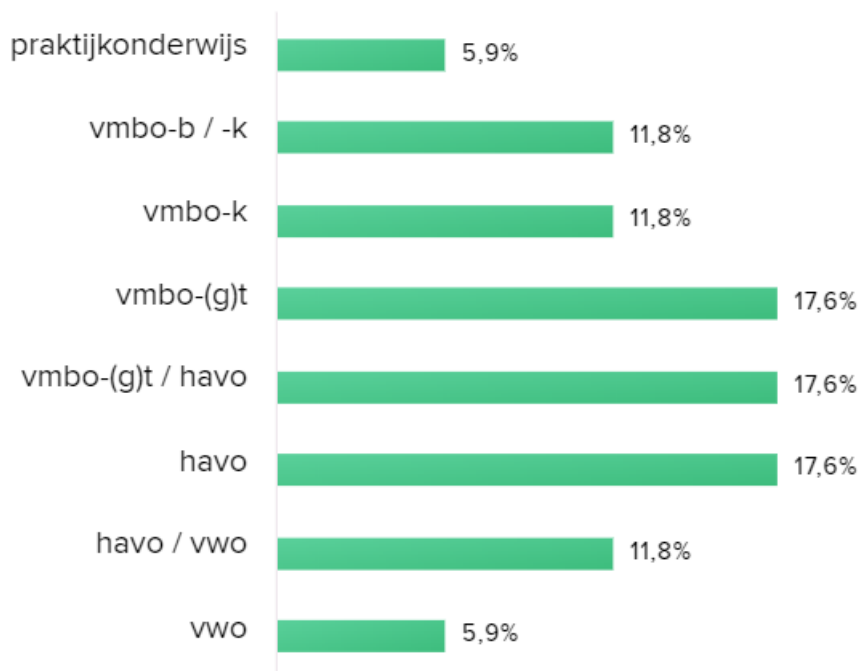
- pro
- VMBO-BB
- vmbo bb/vmbo kb
- VMBO KB
- VMBO K/VMBO GT-TL
- vmbo gt-tl
- VMBO GT-TL/ HAVO
- HAVO
- havo/vwo
- VWO

In group 7, the child receives a provisional school recommendation. This (preliminary) school advice is discussed and explained in a conversation, in which the child is also present. In January of the year that the child is in group 8, the provisional advice (possibly adjusted) is reviewed and discussed again. In February of the year that the child is in group 8, the child takes a transfer test. The results of the transfer test will follow in mid-March. The final school advice will be given no later than 24 March.

The process from the (preliminary) school advice to placement at a secondary school:

Preliminary school advice	In 7th grade
School advice - drawn up by the school	In year 8 January 10-31
Flow test	First 2 full weeks of February
Result of the flow test	15 March
Adjustment <i>In the event of a higher test recommendation , the school advice will be adjusted or explained in more detail</i> <i>The advice of the primary school is decisive</i>	March 15-24
Announce <i>Registration of pupil at secondary school by parents</i>	March 25-31
Message Posting <i>Notice to parents about student placement</i>	No later than 15 May

The image below shows the school recommendations of Wereldwijzer .



6.4 Vision on social benefits

What do schools mean by social benefits?

Children learn and develop skills at school that are necessary to interact well with others. And to contribute to society. It's about skills such as working together, resolving arguments, and being able to manage yourself. These skills make it pleasant and safe at school and improve learning performance. Children participate in society in a positive way.

Our core values from the vision on social benefits are:



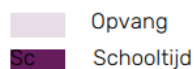
At Wereldwijzer we work in units. Children from 2 or 3 grades sit together in a unit. In a unit, we expect our children to learn from and with each other, just as teachers and other professionals do the same with each other. The basis for this is that we have confidence in each other, in who we are and what we can do. We adopt an open attitude towards each other and do this out of mutual respect for the other. Every year, a new group of children joins a unit. It requires us to devote a great deal of attention to the formation of the social process. We are aware of this and that means that the "golden" weeks (start of the school year) and "silver" weeks (after the Christmas holidays) are extensively included in our program.

7. School hours and childcare

7.1 School hours

At our school there is a continuous schedule (short lunch break, all children remain at school, one or more afternoons off per week).

	Ochtend		Middag	
	Voorschoolse opvang	Schooltijd	Schooltijd	Naschoolse opvang
Maandag	-	08:25 -	- 14:30	-
Dinsdag	-	08:25 -	- 14:30	-
Woensdag	-	08:25 - 12:30	-	-
Donderdag	-	08:25 -	- 14:30	-
Vrijdag	-	08:25 - 12:30	-	-

 Opvang
Schooltijd

7.2 Accommodation and reception

Pre-school care

There is no childcare for school hours.

After-school care

Childcare during the lunch break is arranged in collaboration with teachers/the team, in the school building. This is free of charge.

After-school care

There is no childcare after school.

Childcare during days off and school holidays

There is no childcare during days off and school holidays.

For care outside school hours, our school works together with childcare organization Junis. There is before- and after-school care in and outside our school building and childcare during the school holidays. There are costs associated with this. More information about Junis can be found in Appendix 6 and on the [Junis website](#).

7.3 Holiday schedule

Vacations

Autumn holidays 26 Oct until 3 Nov '24
Christmas holidays 21 Dec '24 till 5 Jan '25
Spring break 22 Feb until 2 Mar '25
May holidays 19 Apr till 4 May '25
Summer holidays 13 July to 25 Aug '25

Free (mid)days

Paasvakantie (vr. + ma.) 18 + 21 apr '25
Coronation Day (za.) 27 Apr '25
Liberation Day 5 May '25
Hemelvaart (do. + vr.) 29 + 30 mei '25
Pentecost 9 June '25

The school is closed on the following teacher study days

Friday 25 Oct
Friday 6 Dec
Monday 10 Feb
Wednesday 2 Apr
Wednesday 25 Jun

8. Practical matters and agreements in and around the school

Healthy school

To promote healthy eating, we ask you to give your child a healthy snack and lunch. For several months a year, the children receive fruit from school three times a week. The other days you can give your child your own fruit. Children are each other's example. We also like to keep the treats small, nice and healthy.

Safe through traffic

Cycling or walking to school makes our children and the neighbourhood happier. That is why we ask parents and children: come to school on foot or by bike. In this way, the school environment remains safe and children gain important traffic experience. If it is necessary for you to come by car, please drive at walking pace in our residential area, park your car in a parking space a little further and walk the last bit with your child(ren).

School photos

The school photographer visits once a year. He/she will take class photos and portrait photos of your child(ren). The school is only a conduit between the parents and the photographer. There are costs associated with taking the photos. The purchase and possible reordering of the photos is voluntary.

Personal items

To prevent clothing, cups and the like from changing hands, we ask you to put a name in sneakers, boots, cups, trays and jackets. Has your child lost something? At the entrance of the school there is a chest with lost and found.

Devices in Primary Education

Mobile phones and other devices will no longer be allowed in the classroom unless they are used for educational purposes during class. This has been agreed in an outline agreement between the Ministry of Education, Culture and Science and organisations of pupils, parents, teachers and school administrators. These agreements will be implemented in all primary schools in the Netherlands from the 2024-2025 school year.

Schools are asked, if this is not already the case, to make an active policy on this 'no, unless' principle. It is up to the schools themselves to agree on the exact rules with teachers, parents and students so that everyone in the school knows exactly what is and is not allowed. To do this, we use the guide from Kennisnet 'School policy for smartphones'.

Currently, the policy for our school is still being developed and the rules/agreements are being formulated. When this is known, it will be posted.

Compensation

At Wereldwijzer, respect is an important value; for each other, but also for each other's things. School materials that are lost or (deliberately) damaged must therefore be compensated. Clear agreements have also been made at school about the use of iPads and Chromebooks. If an iPad or Chromebook is damaged by careless use by a child, we will recover these costs from parents.

If children have caused damage to another child's belongings, we assume that parents will arrange this among themselves. If necessary, the school can mediate in this.

Several

Without consultation, it is not allowed for animals in the school or stray animals in the schoolyard.

9. Attachments

Appendices 1 to 5 contain the MorgenWijzer-wide agreements and procedures.
Annexes 5 to 8 contain information from our partners.

Appendix 1 Information for parents

In principle, every parent has the right to information from the school about his or her child. That is also the starting point of our school. However, there are differences that have to do with legal status and parental authority. We explain these different situations in more detail below.

Married/cohabiting parents

For parents who are married or cohabiting with each other and who have custody of their children, the situation is unambiguous: they always receive all information about their child together.

Divorced parents who both have custody of their child

Parents who are divorced and no longer live together, but who have joint custody of their child, both have the right to be properly informed about their child's development. The condition is that both parents themselves make their different addresses known to the director.

Both parents will then be provided with the school guide, the report and the invitation to the (joint) parent meetings. We provide this information in duplicate. All other information is provided in singular. We always discuss a request to provide information about the child to third parties with both parents. If one of the parents wants to make other arrangements about the provision of information, he or she can contact the director of the school.

Divorced parent(s) who no longer have custody of their child

Parents who no longer have custody of the child are also entitled to information about their child. However, the parent in question must ask for this themselves. In addition, when it comes to the father, he must have acknowledged the child. These parents are not informed about everything, but only about important matters, such as the cognitive and/or social emotional development of the child. If the best interests of the child conflict with the parents' right to information, this right lapses. This may be the case if a judge or psychologist judges that providing information to a parent may be harmful to the child.

Appendix 2 Bullying protocol

Text

Appendix 3 Privacy and child data

The data that concerns children is called personal data. In the privacy policy of MorgenWijzer describes how the school handles personal data, and what the rights of parents and children are. These regulations have been adopted with the consent of the GMR. The full regulations can be read on the [website of MorgenWijzer](#). [LINK WILL FOLLOW LATER]

We only use personal data if it is necessary for the learning and guidance of our children, and for the organization that is necessary for this. We receive most of the information from parents when registering at our school. In addition, teachers and support staff register data about children; for example, figures and progress. Sometimes special personal data are registered if necessary for the proper guidance of a child, such as medical data.

The child data is stored in our (digital) administration system ParnasSys. This program is secured and access to that data is limited to MorgenWijzer employees who need the data strictly necessary for the performance of their work.

During the lessons we use digital learning tools. To this end, a limited set of personal data is exchanged with suppliers in order to identify, for example, a child when they log in.

We have made clear agreements with suppliers about the data they receive from us. The supplier may only use the child data if we give permission to do so. A list of the suppliers with whom the school has made agreements can be requested from the secretariat.

In addition, it may be necessary for us to exchange data with other external parties, such as healthcare institutions. These are stated in the privacy regulations. If the exchange is not subject to legal

If there is an obligation, we will ask you for your prior permission to exchange data with these parties.

When registering your child(ren), we will ask you for permission to use photo and photo video material, sharing your contact details with other parents and your child(ren)'s use of social media. You always have the right to change this permission. You can make this known through the usual channels.

If you have any questions or complaints regarding the processing of personal data, please let us know by sending an e-mail to the school management. We will process your request and respond to it within one month. Usually we can answer questions within a month, if that is not possible you will be notified within a month. If you would like to ask your question directly to our Data Protection Officer, you can do so by sending an email to: fg@privacyopschool.nl

Appendix 4 What to do in case of (serious) undesirable behaviour by a student?

We want children of the MorgenWijzer to be able to rely on a safe and trusted learning environment. Everyone has a role to play in this: children, teachers/tribal group leaders and parents/guardians. Very occasionally it happens that a child behaves in such a way that the peace and safety at school are compromised. Fortunately, these are exceptions, but precisely because of the seriousness of such a situation, it is important to make good agreements about how to deal with it. That is what this protocol is for. It comes into effect in the event of (serious) undesirable behaviour by a child, which harms the interests of the child and other children and/or staff members of the school. The director assesses whether the above criteria apply.

Within Morgenwijzer, 3 different measures can be taken in the event of serious undesirable behaviour by a child:

- Time out
- Suspension
- Removal

The full text of this protocol can be found on [the website of Morgenwijzer](#) [LINK WILL FOLLOW LATER].

Appendix 5 Sponsoring

We appreciate it very much when parents, stakeholders or local residents support our school in the form of sponsoring. To avoid conflicts of interest, we do have a few conditions:

- Sponsorship must not jeopardise the objectivity, credibility and independence of education, schools and those involved:
- sponsorship may not influence the educational content (e.g. through teaching materials or teaching materials) or be in conflict with the educational offer and the qualitative requirements set by the school;
- sponsorship and/or advertising in schools should not encourage children to engage in unhealthy or dangerous activities;
- Sponsorship and/or advertising in a school context may not be intended to encourage parents to purchase products or services from the sponsor and
- The continuity of education should not depend on sponsorship resources.

NA. Morgenwijzer has the ANBI status.

Appendix 6 Out-of-school care at Junis

What does Junis stand for?

We give space and attention to the development of all children, so that they develop talents. How? We offer children space and structure. In such a safe environment, they feel invited to experience, move and investigate for themselves. They explore their possibilities in a playful way.

What do we offer?

In collaboration with the school, you can make use of pre-school care and after-school care. At NAME SCHOOL, these are FILL IN. The childcare times are in line with the school hours. You can find the exact times on our website. Do you want to know what the costs are? With the online calculation tool, you can easily calculate your net monthly costs.

There is plenty to do!

For us, it's all about playing together, growing and having fun. Especially in out-of-school care (BSO) we work with our own well-filled activity database. Together with the children, we create a varied and challenging program, in which both the 'always outdoors child' and the 'I love crafting child' can agree.

The extras of our [location Atlantis - Junis Childcare](#)

- Childcare for 4 – 13 years old
- Childcare in primary school De Fontein
- Close to the Europark

The extras of our [location Backpackers - Junis Childcare](#)

- Childcare 4 – 13 years
- Childcare in primary school De Meridiaan
- Close to the Europark

The extras of our [location De Adelaars - Junis Kinderopvang](#)

- Childcare 4-13 years
- Use of sports fields, sports hall and canteen of Alphians

Find out more

Want to know more about Junis? You [can find all the information](#) on our website. Or you can call our colleagues from Customer Service: 0172 - 42 48 24.

Appendix 7 Partnership for Appropriate Education Rijnstreek

A suitable place in primary education for every child

Most children do well in school. They develop well and learn without any problems. One in five children needs more guidance to develop talents or take on challenges. More support is needed for these children.

To organise this support, every primary school in the Rhine region has an offer. If necessary, the Rijnstreek Partnership for Appropriate Education is involved in order to be able to offer extra support that is appropriate to the child's developmental needs. Within the municipalities of Alphen aan den Rijn, Kaag en Braassem and Nieuwkoop, 48 primary schools are connected.

Appropriate Education is constantly developing and in tune with the needs of the children. Within the Rhine region, we think it is important that in the future even more children will be able to go to school in their own neighbourhood, village or within their own (philosophical) community. To make this possible, the offer for children is being further developed. That is the core of appropriate education, because every child deserves a suitable place in primary education.

Parent Support Centre

The route to Appropriate Education is a route that the school runs together with parent(s)/guardian(s). The teacher and/or internal supervisor inform and support parents/guardians in this route.

The parent support centre is for parents/guardians who are looking for (extra) support, information and/or a sounding board in their search for appropriate education for their child of primary school age. The parent support centre is independent of the school and the Samenwerkingsverband. The aim is to inform and support parents/carers.

The website of the parent support centre contains information about Appropriate Education and explains commonly used concepts, terms and routes.

The parent advisor is the point of contact for the parents/guardians. Parents/guardians can get in touch with the Parent Advisor by phone, email or contact form on the website.

Website: swrijnstreek.nl/voor_ouders

Email: oudersteunpunt@swrijnstreek.nl

Phone: 0172 - 266 266

Appendix 8 Centre for Youth and Family (CJG)

Do you have a question about raising and growing up your child? Then you can contact the Centre for Youth and Family. Various professionals work together here, such as youth doctors and youth nurses from youth health care and pedagogues. Every employee has their own specific expertise to support you and your child. The staff at the Centre for Youth and Family work together with the school in various ways.

Youth Health Care (JGZ)

Every year, the youth health care system invites the children from groups 2 and 7 for an examination. They will check whether your child can hear and see well, how your child is growing and how it is developing. You can also get advice on, for example, nutrition, toilet training, behaviour, dealing with peers and preventing bullying. You can always contact us for advice or additional research. We are there for children from groups 1 to 8. The paediatrician or paediatric nurse can also participate in the consultation of a school care team.

In most schools, a speech therapist from the youth health care system, with your permission, examines the speech and language development of all children aged five. This is the case with Vivace.

Courses

Parenting is a true art. Think of a toddler who says 'no' to everything, a ten-year-old who is very uncertain whether a twelve-year-old is going through puberty. Or you've just gotten divorced. Every parent can use some advice from time to time. The Centre for Youth and Family organises a wide range of parenting courses, thematic meetings and webinars on various topics to support you in your upbringing. There is something for everyone.

The children themselves can also follow a course at the Centre for Youth and Family, for example resilience training. Click [here](#) for the full range of courses.

Online Center for Youth and Family - www.cjgalphenaandenrijn.nl/

You can find a lot of information about parenting and growing up on the website of the Centre for Youth and Family in your municipality. Eating, sleeping, divorce, bullying, money, sex education and more. Sign up for a course or meeting, read other parents' blogs or join the discussion on the forum. Of course, our addresses and opening hours are also on the website and you can follow us on Facebook or LinkedIn.

Contact

If you would like to contact the staff of the Centre for Youth and Family at your school, please call 088 – 254 23 84. You can also ask your question online and chat with employees via our website.