

2021 / 2022

# HLML LYCEUM

**DALTON  
EDUCATION**

Zuidrand  
vwo-havo

**TTO  
(BILINGUAL  
EDUCATION)**

Baron De Coubertinlaan  
vwo-havo-mavo

**ALSO IN  
THIS HANDBOOK:**

- ▶ LOOT-TOP SPORT TALENT SCHOOL & CULTURE
- ▶ LANGUAGE CERTIFICATES FOR CHINESE, FRENCH,
- ▶ ENGLISH
- ▶ CREATIVE, MUSIC, THEATRE AND POETRY, RHETORIC
- STUDIUM EXCELLENTE PROGRAMME



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DALTON  
ONDERWIJS



TTO TWEETALIG  
ONDERWIJS



LOOT TOPSPORT  
TALENTSCHOOL



INTERNATIONALISERING  
EN CULTUUR



TAALCERTIFICATEN  
CHI / FR / EN



CREATIEF, MUZIEK  
THEATER, POËZIE



STUDIUM  
EXCELLENTIE  
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RETORICA /  
DEBATTEREN



VEILIGE  
LEEROMGEVING

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# PREFACE

The Haarlemmermeer Lyceum was established more than 60 years ago. We are proud of what we have achieved throughout the years.

Students are schooled at the vwo (pre-university education), havo (higher general secondary education) and mavo (intermediate general secondary education) levels at the *Baron de Coubertin* location. Bilingual education is offered in all departments.

The *Zuidrand* location provides education at the vwo and havo levels. We work according to Dalton principles. We offer our students challenging education to encourage them to develop their own talents in intellectual, creative and emotional areas. We aim to bring out the best in our students. Not only in class, but also through extracurricular activities such as theatre, poetry, athletics, music and rhetoric. The Haarlemmermeer Lyceum is a Topsport Talent school (also known in Holland as a LOOT school). Top young athletes with a Dutch Olympic Committee (NOC\*NSF) status are offered bespoke education so that these talented athletes can combine their school careers with their top-sport ambitions. It's shaping up to be a beautiful and inspirational school year. We are looking forward to it!

**Mrs L. Pennings-de Vet**

Rector, *Zuidrand* location

**Mr B. Roth**

Rector, *Baron de Coubertin* location



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# HAARLEMMER-MEER LYCEUM COMPETENT AUTHORITY

## General

The Haarlemmermeer Lyceum is part of the Dunamere Educational Group Foundation (Dutch: Stichting Dunamere Onderwijsgroep). The Dunamere Onderwijsgroep forms the board for the Haarlemmermeer Lyceum. Dunamare is a decentralised organisation, i.e., Dunamare gives the schools the latitude to structure their education. The Dunamare board and service office support the schools in such areas as personnel, finance, quality policy, ICT and accommodations. Parents and students generally don't deal directly with Dunamare. Dunamare is relevant only in the event of appeals or objections against school decisions.

### Dunamare information:

Dunamare Onderwijs Groep  
Diakenhuisweg 1-21, 2033 AP Haarlem  
Telephone: +31 (0)23 530 3600, E-mail: [info@dunamare.nl](mailto:info@dunamare.nl)



## Haarlemmermeer Lyceum:

### One school, two locations

The information in the Lyceum handbook applies to both locations. Should particular information apply to only one of the locations, then this is indicated. The Haarlemmermeer Lyceum is part of the collaborative partnership between VO Amstelland and Meerlanden.

#### Baron de Coubertin location

This location offers education at the Dutch vwo, havo and mavo levels. Students are taught bilingually. International students can enter the first years under certain conditions.

#### Zuidrand location

This location offers education at the Dutch vwo and havo levels. Students work according to the Dalton principles.

### Topsport Talent school (LOOT)

Both of the school's locations have foundational status for *Topsport Talent*. This is the national organisation forming the link among *TopSport Talent* schools throughout our country. LOOT is the abbreviation for *Landelijke Organisatie Onderwijs Topsport* (National Organisation for Education and Top Sports) The LOOT foundation is an independent foundation that connects the athletic ambitions of the Dutch Olympic Committee (NOC\*NSF) and the Dutch Ministry of Education, Culture and Science's laws and regulations. At *Topsport Talent* schools, talented athletes recognised by NOC\*NSF get the opportunity to use special study facilities for secondary education.

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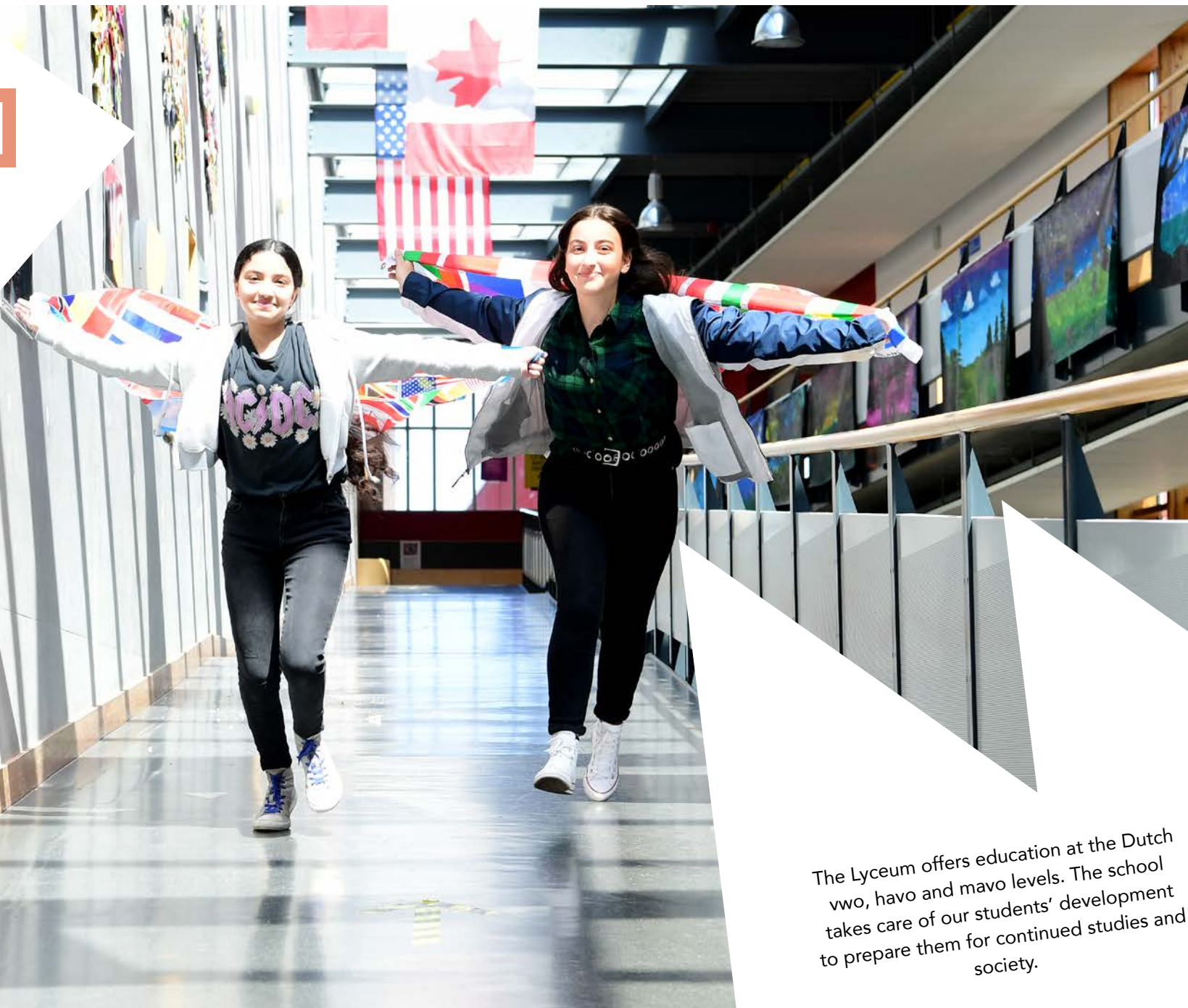


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# MISSION

The Haarlemmermeer Lyceum is a public school for secondary education.



The Lyceum offers education at the Dutch vwo, havo and mavo levels. The school takes care of our students' development to prepare them for continued studies and society.

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# EDUCATIONAL VISION

As a public school, we welcome each student regardless of origin, religion or faith. Naturally, we prepare our students optimally for their final exams for Dutch vwo, havo and mavo, and thus for continued education and/or the job market. In the Lyceum tradition, we aim for a strong intellectual climate with challenging education.

We do this by means of such courses as Global Perspectives, Language Skills, Academic Skills, Rhetoric, Chinese and Art, for example; but also via several international and extracurricular activities. We consider the **DEVELOPMENT OF THEIR TALENTS, PERSONAL CHARACTERISTICS AND SOCIAL SKILLS** at least as important as qualifying students for their exams. With this, they can participate actively, critically and constructively in society and make their contributions.



So we provide our students with a well-equipped "toolkit for life". Our two educational concepts – bilingual education and Dalton – serve as excellent instruments for this. Furthermore, both educational concepts are constantly developing, thanks in part to the school networks established for this, of which the Haarlemmermeer Lyceum is a member. This dynamic is reflected in our school and provides impetus for improvement and innovation. The relatively young teams of teachers look closely at our students, have actual contact and gain trust. The school's atmosphere is open and friendly. Bundling the two educational concepts gives students the opportunity to opt for:

education with a strong international component, or for education with significant attention to such skills as independence, planning and cooperation. They can receive education at three levels, namely: mavo, havo and vwo. Switching among the levels and/or between the two locations is possible at various moments throughout the school career.

STUDENTS WITH A TALENT FOR TOP SPORTS RECEIVE BESPOKE EDUCATION WITHIN THE SETTING OF THE REGULAR CLASSES. THEY CAN ALSO USE THE SPECIAL SPORTS FACILITIES IN THE IMMEDIATE VICINITY.



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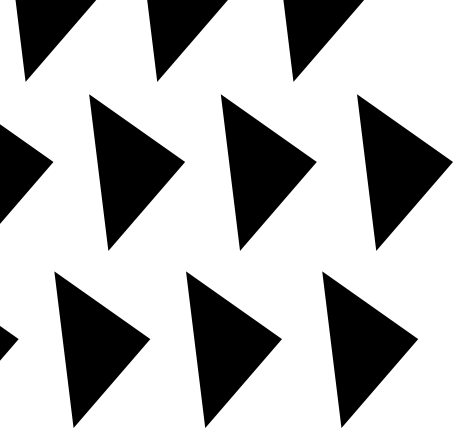
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# PRINCIPLES HAARLEMMER- MEER LYCEUM



The Haarlemmermeer Lyceum considers a number of general principles determinant in the performance of its educational task. These have been expressed in seven articles:

1. Each person is responsible for his/her own acts, based on the idea that the individual himself/herself chooses the direction for his/her existence.
2. Acknowledgment of the equality and the uniqueness of each person.
3. Each person commits to the freedom of others and realises that individual freedom is bounded by the individual freedom of others. Restraint in the expression of religion and faith is appropriate in this regard.
4. Each person deserves respect at the outset; the rest must be earned on the basis of one's own effort.
5. Parent(s)/caretaker(s) and school are each other's natural partners in education and upbringing.

- Parent(s)/caretaker(s) shoulder primary responsibility for upbringing.
6. The school's employees act as examples by living up to good citizenship, including demonstrating the democratic rules of the game.
  7. The Haarlemmermeer Lyceum bases its admissions decisions concerning first-year students on the school recommendations made by primary schools as of 1 March of each year.
- If the results of the (Cito) final exam so indicate, the primary school will reconsider the recommendation and it can be changed.  
If there is still space at the new level, the Haarlemmermeer Lyceum shall take the amended school recommendation into account.

Please note: Each person: employee, parent/caretaker and student.



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# COMPOSITION OF SCHOOL LEADERSHIP

## I Baron de Coubertin location

|                  |                                       |
|------------------|---------------------------------------|
| Mr B. Roth       | Rector                                |
| Ms E. Sartori    | Team leader, grades 1 and 2 vwo/havo  |
| Mr H. Martens    | Team leader, grades 2, 3 and 4 mavo   |
| Mrs A. Schrijver | Team leader, grades 3, 4 and 5 havo   |
| Ms T. Joosten    | Team leader, grades 3, 4, 5 and 6 vwo |

### Coordinators

|                                     |                               |
|-------------------------------------|-------------------------------|
| Mr R. Ouwerkerk                     | grades 1 and 2 vwo/havo       |
| Mr M. Houben                        | grades 3, 4, 5 and 6 vwo      |
| Mr L. Weijers & Ms L. Botland       | grades 2, 3 and 4 mavo        |
| Ms J. Hoeven                        | grades 3, 4 and 5 havo        |
| Mr R. van Poeteren & Ms L. Kamphuis | <i>Topsport Talent</i> (LOOT) |

|                |                                      |
|----------------|--------------------------------------|
| Mr M. Boermans | Student support (care)               |
| Ms C. Quint    | School trainer, training/supervision |
| Mr F. Schaap   | Education and ICT                    |

### Bilingual education

|                  |  |
|------------------|--|
| Mr R. Ouwerkerk  | Coordinator tto (bilingual education) junior programme, Coordinator (Global Citizenship) |
| Mr J. van Hattum | Coordinator IB-programme & Senior programme  |
| Ms D. Wüst       | CLIL coach and trainer   |

### Deans

|                 |      |
|-----------------|------|
| Ms M. Groeneweg | mavo |
| Ms N. Jochems   | havo |
| Mr P. Tromp     | vwo  |

### Examination Affairs Secretary

|                 |                               |
|-----------------|-------------------------------|
| Ms G. Docter MA | Examination Affairs Secretary |
|-----------------|-------------------------------|

## II Zuidrand location

|                        |                                       |
|------------------------|---------------------------------------|
| Mrs L. Pennings-de Vet | Rector                                |
| Ms M. Broerse          | Team leader, grades 1 and 2 vwo/havo  |
| Ms J. den Ouden        | Team leader, grades 3, 4 and 5 havo   |
| Mr M. Doeleman         | Team leader, grades 3, 4, 5 and 6 vwo |

### Coordinators

|                         |                                      |
|-------------------------|--------------------------------------|
| Ms L. Schlüter          | grades 1 and 2 vwo/havo              |
| Mr F. Wilbrink          | 3, 4 and 5 havo                      |
| Mr J. van Duin          | 3, 4, 5 and 6 vwo                    |
| Mr L. Dijkema de Grooth | <i>Topsport Talent</i> (LOOT)        |
| Mr P. Westerbos         | Student support (care)               |
| Mr J. Mooij             | School trainer, training/supervision |
| Mr J. van Duin          | Dalton                               |
| Mr F. Swaan MEd         | School trainer                       |
| Mr H. Basekin           | Education and ICT                    |

### Dean

|                    |      |
|--------------------|------|
| Ms I. van Gelderen | havo |
| Mr W. van Ham      | vwo  |

### Examination Affairs Secretary

|                  |                               |
|------------------|-------------------------------|
| Mr H.P. van Burg | Examination Affairs Secretary |
|------------------|-------------------------------|

## III Employees for both locations

|                     |                          |
|---------------------|--------------------------|
| Mr E.J. van der Mei | Head of operations       |
| Mr J. Esselman      | Scheduler                |
| Ms A. Meijers       | Scheduler                |
| Ms C. van der Meij  | Daily scheduler          |
| Mr P. Droog         | ICT/System administrator |

THE CENTRAL MANAGEMENT OF THE HAARLEMMERMEER LYCEUM IS FORMED BY:

Mrs L. Pennings-de Vet, Rector, Zuidrand location and Mr B. Roth, Rector, Baron de Coubertin location

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# HOLIDAYS 2021 - 2022

|                          |   |
|--------------------------|---|
| <b>Autumn holiday</b>    | Saturday 16-10-2021 - Sunday 24-10-2021               |
| <b>Christmas holiday</b> | Saturday 25-12-2021 - Sunday 09-01-2022               |
| <b>Spring holiday</b>    | Saturday 19-02-2021 - Sunday 27-02-2022               |
| <b>Good Friday</b>       | Not a break! (15 April 2022, regular day of classes!) |
| <b>Easter Monday</b>     | Monday 18-04-2022                                     |
| <b>May holiday*</b>      | Saturday 23-04-2022 - Sunday 08-05-2022               |
| <b>Ascension Day</b>     | Thursday 26-05-2022 and Friday 27-05-2022 vrij        |
| <b>Whit Monday</b>       | Monday 06-06-2022                                     |
| <b>Summer holiday</b>    | Saturday 16-07-2022- Sunday 28-08-2022                |

\* King's Day (27 April) and Liberation Day (5 May) coincide with the May holiday. The holiday schedule runs in sync with those of the other VO schools in Haarlemmermeer and with those in the Zuid-Kennemerland region.



# SCHOOL HOURS

|              |                      |
|--------------|----------------------|
| 1st          | 8:15 - 9:00          |
| 2nd          | 9:00 - 9:45          |
| 3rd          | 9:45 - 10:30         |
| <b>break</b> | <b>10:30 - 11:00</b> |
| 4th          | 11:00 - 11:45        |
| 5th          | 11:45 - 12:30        |
| <b>break</b> | <b>12:30 - 13:00</b> |
| 6th          | 13:00 - 13:45        |
| 7th          | 13:45 - 14:30        |
| <b>break</b> | <b>14:30 - 14:45</b> |
| 8th          | 14:45 - 15:30        |
| 9th          | 15:30 - 16:15        |
| 10th         | 16:15 - 17:00        |

## Class hours for the abbreviated class schedule:

|              |                     |
|--------------|---------------------|
| 1st          | 8:15 - 8:45         |
| 2nd          | 8:45 - 9:15         |
| 3rd          | 9:15 - 9:45         |
| <b>break</b> | <b>9:45 - 10:00</b> |
| 4th          | 10:00 - 10:30       |
| 5th          | 10:30 - 11:00       |
| 6th          | 11:00 - 11:30       |
| 7th          | 11:30 - 12:00       |

## STUDY DAYS FOR EDUCATIONAL

Students have no classes on study days or development days (or portions of these) for educational staff.

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# LYCEUM HANDBOOK COMMUNICATION

Our Lyceum handbook contains information about the school's working method and results. The handbook is intended for parents, caretakers and students. In addition to practical information about our objectives, working method, procedures and performance, the names and positions and/or tasks of our school's employees are also included.

## DIGITAL NEWSLETTER PER LOCATION

The newsletter is issued each holiday period for each location. Via the school's official social media channels (Facebook, Instagram and Twitter), we keep you up-to-date on all activities, with photos wherever possible.

## Magister software

You can log in to Magister via the Haarlemmermeer Lyceum website. This administration program is used to record grades, absenteeism and illness, among other things. Via a personal account, parent(s)/caretaker(s) have access to the grades and absenteeism records. You can view your child's grades and absentee records. Checking the e-mail address to be used by the parent(s)/caretaker(s) is also possible via this access. Parent(s)/caretaker(s) of students 18 years and older require the student's permission to be able to access Magister.



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## ELO (Dutch: Elektronische leeromgeving - Electronic Learning Environment) Magister and Teams

Magister and Teams both provide a broad electronic learning environment for employees and students. Using Magister and Teams, students and teachers can communicate about school affairs such as homework, assignments and study guides. All of the digital material relevant to the method used can be downloaded via ELO. Every participant gets his/her own login account. In addition, we expect that each student maintains his/her own (paper) agenda.

## Opening hours and availability by telephone

Both locations are open from 7:30 AM to 5 PM each school day. The school can be reached by telephone from 7:30 AM to 4 PM at +31 (0)23 56 31 644. Press 1 for the *Baron de Coubertin* location or 2 for the *Zuidrand* location.

## Informational evenings

Depending on the type of education and grade, various informational evenings are held on location or online via Teams. These include Dean's evenings, mentor evenings, information related to work weeks, etc. These evenings are recorded in the annual agenda. You always receive an invitation by mail.

## Parent discussions

The so-called parent discussions between parent(s)/care-taker(s), students, the mentor and/or a teacher take place at the *Zuidrand* location. These discussions are held in the context of the student's progress at school. The students themselves are also quite welcome to attend these discussions. Parent(s)/caretaker(s) of students 18 years and older require the student's permission to register for these.

## ILP discussions (Individual Learning Plan)

We organise ILP discussions twice annually at the *Baron de Coubertin* location. In these discussions, students set their own development goals with the help of parent(s)/ caretaker(s) and the mentor. Via [schoolgesprek.nl](https://schoolgesprek.nl), you can sign up for these discussions. You will be informed of this in due course.

## Haarlemmermeer Lyceum Website

The function of the school's website is primarily to provide information about the school's organisation. We communicate via social media (Facebook, Instagram and Twitter) about activities, including reports about all activities. What can be found on the website?

- The "Menu" button provides general information. Downloads include forms such as leave forms, registration forms, holiday schedules, etc.
- Via the "Login" button, you'll find links to Magister, Schedule, One Drive, Webmail, Deannet, etc.

## The 24/72 rule

During school days, parents/caretakers normally receive responses to requests or questions within 24 hours. If a substantive response from the school requires more time, then the parent/caretaker will be informed within 72 hours of the response time.

## Parents' council/Participation council/Student council

The school maintains a constant dialogue with students, parents and employees via the Parents Council, the Participation Council and various feedback groups. See also: "Parents Council", "Participation

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# EDUCATIONAL STRUCTURE FIRST YEARS GRADES 1 AND 2



At our *Baron de Coubertin* location, first-year students are divided into three groups: a havo/mavo, vwo/havo and vwo group. In vwo/havo, one can choose for Dalton education at the *Zuidrand* location, and for vwo/havo/mavo one can choose bilingual education at the *Baron de Coubertin* location.

At both locations, students start in a mixed class at the starting level. This starting level is determined by the team leader in consultation with the primary school. At the *Zuidrand* location, the starting level can be changed after report #1. At the *BdC* location, the starting level can be changed after report #2.

This is evaluated by the team leader in consultation with the teaching instructors. The start or inflow level can also be changed at the end of the first year in accordance with the established criteria. This is discussed in the meeting if the following grade averages apply at the end of the first year of mavo/havo and at the end of the second year of havo: an

average of 7.5 for Dutch, English and math and a 7.5 average for the other courses (all cognitive subjects except music, physical education, informatics and art). If the meeting is positive (half +1 are in favour of moving up), then the student can advance. Intermediate moving up is also possible. We use the same rule that we do for moving up at the end of the first year of mavo/havo or the second year of havo (as mentioned above). Dalton students can move up a class according to the same procedure in both the first and second years of school. At the *Zuidrand* location, students can also move up a grade in each particular subject (we call this “gleaning”). And if they take six subjects (first-year students) or seven subjects (second year) at vwo level, they may move up to vwo level in its entirety. Each class has its own mentor who is part of the mentor team for each academic layer. The mentor holds mentor lessons in class 1. In the mentor lessons, the emphasis is on individual support, with attention to planning and study skills. Social-emotional skills are also addressed in these lessons. In mentor lessons for class 2, emphasis for the students is on individual support, determination and career orientation.

At the *Zuidrand* location, students in classes 1, 2 and 3 have two mentor lessons. In one lesson, the emphasis is on individual support and the other involves planning, working with tasks and learning and working at a Dalton school. Based on final grades, a decision is made at the end of the year as to whether a student passes and, if so, to which level. Guidelines for moving up a class are used for classes 1 and 2. Except in the event of special circumstances, repeating a class is not desirable in the first two years of school. Students at the *Baron de Coubertin* location can

receive extra support in the breadth or depth in the so-called CAT (Choice Activity Time) hours. Participation in (a number of) CAT hours can be made mandatory for students. The particular students allocated to each CAT hour are publicised for each CAT hour. The *Zuidrand* location works with Dalton hours. Five Dalton hours are scheduled each week. During these hours, student themselves can determine what they will work on in order to fashion their own education as effectively and pleasantly as possible. There are various types of Dalton hours. Dalton independent work hours, Dalton subject hours and Dalton *Studium excellentie* hours. During these Dalton *Studium excellentie* hours, in-depth and in-breadth modules are offered by teachers from various subjects.

IN PRINCIPLE, THERE ARE NO HOURS BETWEEN CLASSES IN THE FIRST AND SECOND YEARS. ANY HOURS OF CLASSES THAT LAPSE DUE TO THE ABSENCE OF A TEACHER WILL BE ACCOMMODATED BY OTHER TEACHERS. STUDENTS CAN THEN DO HOMEWORK, ANY SCHEDULED TESTS, WORK ON THE PARTICULAR SUBJECT OR RECEIVE A REPLACEMENT ASSIGNMENT.



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# DALTON EDUCATION



## I Educational vision

The Haarlemmermeer Lyceum wants all students to learn with enthusiasm and to get the most out of their time at school. Our Dalton education is structured on the basis of five core values. With this education, students can achieve the best result in each course; after their schooling they are FULLY PREPARED for continuing education and they get the latitude and support to discover and develop their talents.

### Our five core values are:

- 1 Independence
- 2 Responsibility
- 3 Cooperation
- 4 Reflection
- 5 Effectiveness



## II Development as the starting point

The fact the development is chosen as the starting point can be found in the school's pedagogical climate.

### Characteristics:

- the way we deal with each other: an atmosphere of mutual trust, respect and involvement. Not equivalence, but equality in the relationship between teacher and students; eye-level education;
- the function of reflecting on one's own work: discussions serve the learning process with the goal of encouraging students giving feedback, insight and confidence in the possibilities they possess;
- the involvement of students in work, other students and school;
- appreciation for various aspects of the personality in development.

## III Daily practice at school

A prepared environment is at hand. That is, students are encouraged to work independently through the organisation of the lessons. The assignments in the various courses and the activities outside the basic learning programme are structured in such a way that students shoulder their own responsibility for this or learn to do so.

### Characteristics of our Dalton education include:

- the student's own activities: reflected in the independent way of working with the assistance of learning guides (the so-called "task"). The subject teacher's task here is preparatory, helping and supporting;
- freedom of choice: the responsibility for choosing the learning path lies primarily with the student himself/herself, within boundaries set by the school. Parent(s)/ caretaker(s) and teachers have a helping, supporting and advisory task in this;
- the learning situations: considerable variety in didactic working methods: collaboration, group assignments, project teaching, but also frontal classroom teaching.

**THE GRADE LAYERS ARE DISRUPTED DURING THE DALTON HOURS:**  
STUDENTS FROM ALL GRADES ARE MIXED WITH EACH OTHER. THE ROLE OF THE TEACHER IS IMPORTANT HERE, SO THAT STUDENTS ARE HELPED IN FINDING AND RESOLVING ANSWERS TO THEIR QUESTIONS THEMSELVES AS MUCH AS POSSIBLE.

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**IV Support from the teacher**

The teacher supports the students in making good choices. Reflection, self-reflection and the development of a critical attitude about oneself, one's own performance and one's environment result in students who have a better view of themselves. Teachers have a view of the progress of individual students. Teachers attempt to conduct discussions one-on-one as much as possible. The task offers latitude for comments or agreements. The subject teacher monitors the pace of the students. Students who cannot maintain the pace deserve extra attention. For example, the teacher can recommend that a student spend extra time at home on the subject or, together, they can see how to use the Dalton hours more effectively. The task also offers enough latitude to those students who require additional challenge.

**V Support from the mentor**

The mentor builds up a relationship of trust with students and is the primary point of contact for both students and parents. The subject teacher informs the mentor in the event of study problems. The mentor takes care of the mentor lessons. During the first year, the mentor focuses primarily on the group process in order to have the class become a supported group in which the standards are set, guided by the mentor. The emphasis is on guiding choices during the third year.

In all classes, the mentor's support focuses in the first instance on supporting students individually; study progress and results are the point of departure. Attention is paid in every academic layer to study skills since these require continuous attention. The first two years include a two-year mentorship, so that the mentor has a better view of students' development and can respond to them adequately.

**VI Working at one's own level**

In Dalton classes, havo and vwo students are mixed together. Each student works at his own level. In the first and second grades, havo students can flow up to vwo level for each subject. This possibility is discussed in the report meeting. The condition is a minimum report card grade of 7.5 for the particular subject. The decision concerning the further school career is based on information from the third report card. A student who successfully completes six subjects at vwo level in the first year can flow through to 2 vwo. A student who successfully completes seven subjects at vwo level in the second year can flow through to 3 vwo. Dalton education offers sufficient challenges to students who are looking for enrichment: e.g., students can obtain a Dalton pass allowing for extra time to work on talent development, and students can register for our *Studium excellentie* programme, which offers a varied programme (including Chinese, robotics, writing workshops, etc.). Using the Dalton hours, students themselves can increase the effectiveness of their education, get help where needed and find enrichment wherever their interests lie.



The Young Professionals programme can be followed within the *Studium excellentie* programme. There are five themes: Young entrepreneurs, Young scientists, Young cultural, Young athletes and Young ICT. Students can follow three modules within these themes. Various topics are discussed such as first-aid, bookkeeping, research and design, Excel, alchemy, theatre and so on. The modules can be taken separately, but students can also become true experts in one of the themes. The themes align well with the various profiles in the upper secondary school. Students can already become acquainted with these profiles in this way. Upper secondary school students can go in depth with their profiles within the modules. It's a great opportunity to take classes that are different and challenging in addition to the regular offerings.



### Plus document

The Plus document was developed to make the broad (talent) development of our students visible, also for continued education. The Plus document shows how the student developed during his/her time at secondary school, in addition to the cognitive programme. It reflects the extracurricular activities in which students participated during their school career at the *Zuidrand* location. Every student who obtains a diploma also receives a Plus document and a Dalton certificate. Our Dalton core values, which are anchored in our education, are stated on the certificate.

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# BILINGUAL VWO, HAVO AND MAVO

(BARON DE COUBERTIN LOCATION)

Tto is the Dutch abbreviation for bilingual education ("tweetalig onderwijs"). We are certified by the NUFFIC as a bilingual education school. This means that we may also offer English-language education in addition to Dutch. The opportunity to choose this form of education exists for vwo students (T-vwo), havo students (T-havo) and mavo students (T-mavo). Tto helps students open up to other cultures, customs and religions, both at home and further away.

This openness is a part of our own culture. Tto also cherishes this openness as a way of building bridges between people from different backgrounds. Tto education is built on three pillars: language skills, global citizenship and personality development.

## Language skills

Throughout the entire bilingual education school career, students are offered more than 50% of the lessons in English on average. Students speak English at a high level. They can use a language not only in the classroom, but also in various international and/or intercultural settings, regardless of the topic of conversation. This gives them an interdisciplinary mastery of language. Authentic English language lesson materials, such as textbooks and workbooks, are used in the English-language subject lessons. We also use various types of multimedia. For modern foreign languages, the target language is the lingua franca. Vwo students also take the subject of Chinese language and culture. All subject lessons are

given by native and near-native speakers. The power of bilingual education is that students learn the English language without being explicitly engaged with it. Since learning a language at such a high level requires context, this pillar is closely linked with global citizenship.

## Dutch as a Second Language (NT2)

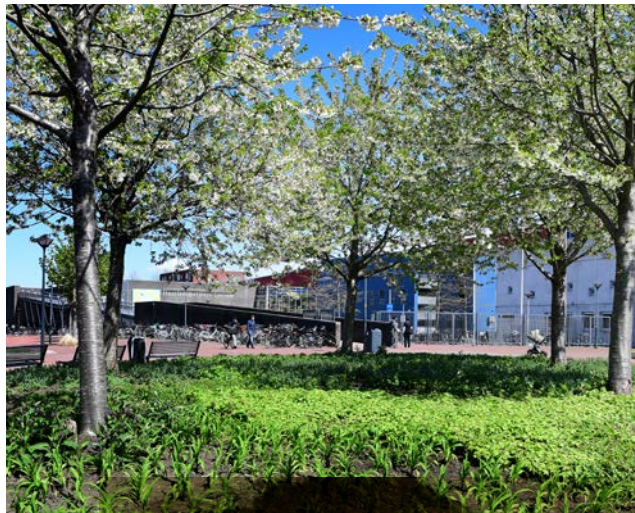
We offer non-Dutch speaking students the opportunity to learn Dutch for the purpose of obtaining their Dutch vwo, havo or mavo certificate. We bridge the divide between primary and secondary international education for students of (ex-pat) parents who choose to come to the Netherlands or to remain here. In this manner, we help students integrate into Dutch society and our community.

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### Global Citizenship

Students develop an open, broad view of the world. They gain knowledge about traditions, customs and political realities elsewhere; and about transboundary topics such as sustainability, scarcity and migration. They also become aware of how things go in their own country: they learn about Dutch democracy from a local, national and international perspective. Furthermore, they gain specific skills such as debating, mediation/negotiation, making speeches and writing pleas, all in an international context.

This is achieved on the one hand by creating an international setting each day in school and, on the other, by sending the students out into the world. This pillar is closely aligned with personal development.

In both the first years and the upper years, all students participate in our rich Global Citizenship programme. During the first two years, students make multiple-day study trips and participate in an exchange. Upper year havo/vwo students have the opportunity of participating in a trip to China or Indonesia. The objective of our Global Citizenship programme is to teach students to expand their own horizons and to put them in touch with people from other cultures. English will be the working language. This makes students realise that the world is full of diversity and teaches them how to move through this world without losing track of themselves or others. Students work with the portfolio in which they record their learning moments and experiences in the form of reflective reports.



### Personal development

Within our schooling, we pay attention to the growth of the individual. Throughout the school career, students develop competences and skills allowing them to step outside their "comfort zones" and to learn to rely on themselves. Students reflect on issues they were unaware of and delay judgment. They feel involved with and responsible for society. The students are creative, curious, entrepreneurial, resilient and capable of collaboration. This helps students fashion a moral compass with which they will feel comfortable in the world. This third pillar corresponds closely with the 'IB Learner Profile'.

### Portfolio

The portfolio is based on the three pillars of tto: language skills, Global Citizenship and personality development. Measurable results are not the only thing taken into account: students also show demonstrably and palpably how they are aware of their own development, acting and way of communicating with others in various contexts.

### IMYC

Starting with the 2021-2022 school year, bridge classes work with the International Middle Years Curriculum (IMYC). IMYC is an international educational concept for students aged 11 - 15, built around the needs of the teenage brain. This means that students learn more, have more fun and are more aware of their development. The programme aligns with various primary school curricula (IPC and PYP) and prepares for the diploma programme of the international baccalaureate.

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### Tto certificate

Since 1 August 2015, the school has been certified as a “tto Senior School” at vwo level and was certified as a tto mavo school in 2017. With this, the school satisfies all conditions set by the Ministry of Education, Culture and Science and Nuffic. Furthermore, this type of education creates a bridgehead between primary school, secondary school and continued education. We work intensively together with a number of primary schools in the Haarlemmermeer. The school is also a full member of the national tto network. The tto programme is subdivided into a “Junior school” (first three years of vwo/havo and the first two years of mavo) and a “Senior school” (vwo three years, havo and mavo two years). After the Junior school, the student receives the official certificate issued by the Nuffic and the school for “Content and Language Integrated Learning in an International Context” (CLIL). The certificate demonstrates that the students can express himself or herself adequately and fluently in English under a variety of circumstances and subject-specific conditions. The subject teachers use various techniques in which the English language is an aid for learning subject content.

### Junior School programme

In the Junior programme of the T-vwo, T-havo and T-mavo, many activities are organised with the purpose of encouraging the use of the English language and improving the level of use. "Immersion camp", in which students are "submerged" in the English language, is held in the first study year. Another objective of this camp is to have mentors and students get better acquainted. There



are also peer buddies who assist entering students both practically and with advice in the first half of the school year and who share their experiences. In the second year of study, students visit England and stay there with host families. Exchanges are held in the third year with secondary school students from various European countries. The goal of this, in addition to speaking English, is to get acquainted with other cultures.

### Senior School vwo and havo

Starting from the fourth year of havo and vwo, students continue with the Senior programme tto. They will be offered a number of subjects in English: Global Perspectives, cultural and artistic education (ckv), physical education, social studies, and they write their profile assignment in English. Additionally, attention is given to numerous activities including debating, MUN (Mini United Nations) and internships abroad. We also offer the opportunity to participate in exchanges within Europe and beyond. Next year, for example, both Indonesia and China are on the list of possible activities. Students can also organise their own activities. These students also take the integrated IB-English course. IB stands for “International Baccalaureate”. Ultimately, they will take their exams in English and IB-English in havo 5 or vwo 6.

The IB-English certificate is internationally recognised and offers many advantages including preferential admission to education with an international character and English language curricula. With an academic approach, the course addresses how texts – in both literary and modern, multimedia forms – influence us. Examples of topics include propaganda, gender and ethnic stereotypes. The role of mass media is also examined critically.

For students in the upper years of havo or vwo, there is the opportunity to obtain the renowned Cambridge certificate at the FCE (Cambridge First Certificate) or CAE (Cambridge Advanced English) level. Students with French and/or German in their course lists can also obtain a DELF or Goethe certificate and students with Chinese can obtain an HSK certificate. After completing the entire tto-programme, students receive a tto school certificate.

### Senior school mavo

Our mavo students have the opportunity in the third year to take the central mavo exam for English. In year 4 of mavo, students take the havo English exam and Cambridge FCE (First Certificate for English). “FCE” is an internationally recognised certificate indicating that a person has a command of English at the ERK B2 level; this is the minimum level required for regular vwo students. All mavo students participate in the exchange programme in the third year. After obtaining their mavo diplomas, all students receive a tto school certificate.



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# MAVO

(Baron de Coubertin location)

After their initial year, students move on to the second year of study. In mavo 2, in addition to the subject from the first year, students also take German, economics and physics. Students choose a dedicated curriculum - a profile - at the end of the second year. There are four different profiles: Economy, Care and Welfare, Technology and Agriculture. The profiles are quite similar so that the students can also make a different choice after the third year of study if they are not satisfied with their initial choice.



The third and fourth years of study are all about the final exams, which are held in the fourth year. Some subjects are concluded at the end of the third year, with a so-called school exam (SE). The grades from these SEs are included in the fourth year if the student sits for finals in that subject. The content of the exam programme can be found in the so-called Programme of Tests and Conclusion (Dutch acronym: PTA - *Programma van Toetsing en Afsluiting*). Via the mentor lesson in the third year of study, among other means, students are informed of the choice of the subject content in the exam year. In order to obtain the mavo diploma, students must take exams in at least six subjects; if, after obtaining the diploma, the students want to flow through to havo, they must sit for final exams in seven subjects.

In addition to regular testing, there are periods of school exams. The average of all school exams constitutes half of the ultimate final exam grade. The other half of the grade is determined by the Central Final Exam (Dutch: *Centraal Eindexamen*). In addition, the subjects of social studies, physical education and cultural and artistic education (ckv) play an important role. Social studies is not a final exam subject, but the final grade does count toward the pass/fail rule. A passing grade is required for the subjects of physical education and cultural and artistic education. Another component of the exam is the profile assignment that the student writes under the supervision of a teacher. The result of the profile assignment must be sufficient or good in order to obtain a diploma.

The Dean plays an important role throughout the entire course of selection. The Dean supervises the selection process, provides information to students and parent(s)/caretaker(s), provides information about "open days" and conducts discussions with students concerning profiles, choice of subjects and flowing through to MBO, for example. The Dean also supports the mentors with the mentor lessons. In these lessons, the emphasis is primarily on the follow-up after the final exams: continued studies. The school supports students in this way in making responsible choices that are important for their future possibilities.



Starting with the 2021-2022 school year, the mavo at the *BdC* location will start with a new school subject as a pilot in the context of the "new learning path". This school subject is called ITTL (Information Technology Theoretical Learning path). As with most subjects, the ITTL subject consists of three hours of lessons; it is offered in English. Since it would be too much for students to take this on top of the existing lesson schedule, students are permitted to drop a subject in the free portion of their profile choice and to take ITTL in its place. Since this concerns a pilot, ITTL is not yet an official final exam subject. The goal is an official introduction in the 2022 – 2023 school year so that students who participate in the pilot can still pass this officially.

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# VWO 3 AND HAVO 3 SCHOOL YEAR

(Baron de Coubertin location  
and Zuidrand location)

The third year of vwo/havo study is a preparatory year. Basic formation for many subjects is then completed and the Second Phase starts only in the fourth year of study. The foundation for this must be laid in the third year. Pedagogically speaking, the third year is still part of the basic formation, but in didactic terms it is more aligned with the so-called Second Phase (vwo 4-6 and havo 4-5).

Because of social group-forming, an activity is included at the beginning of the school year that emphasises precisely this aspect. Each class has its own mentor who is part of a mentor team. The mentors provide mentor lessons in the third year. In that class, the emphasis is on support and career orientation in connection with selecting subjects for year 4.

The last item, in particular, is important. At the end of the third year, students must make a choice for a particular profile for their upper secondary years. For both vwo and havo, this means a choice among the following profiles: Culture & Society (CM), Economics & Society (EM), Nature & Health (NG) or Nature & Technology (NT).

To help the students make proper choices, mentor lessons pay attention to the profiles and subjects in the Second Phase. A project "Profile selection" then takes place in the second period of the school year: based on the selected profile, students elaborate this profile further and present it to their classmates. Upper secondary school students also speak to the third-year students about their experiences with the selection process and give information about the subjects. The preliminary profile choice appears on the second report, along with the recommendation of the subject's teachers. Together with the report card grade, the recommendations and the preliminary profile selection, the definitive profile choice is made during the third period.

At the *Zuidrand* location, we have started with the subject of Academic Skills (AcVa) in the third-year vwo class. In AcVa, students learn how scientific knowledge is formed, how it is used and how they can determine its reliability. In addition, they also take practical steps with research methods, techniques and standards, and the students ultimately perform research themselves.



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# SECOND PHASE HAARLEMMER- MEER LYCEUM

## I The Second Phase

At the Haarlemmermeer Lyceum, years 4/5 of havo and years 4-6 of vwo form a unity. In all of these classes, students are engaged with components of the school exams. In havo 5 and in vwo 6, the students end their school careers with a central exam.

The school year has a number of test weeks. During these test weeks, exam students sit for the school exams. Each period of school has its own emphasis. For example, the first period in vwo 4 and havo 4 is a period of acclimatisation. Written and oral school exam tests are given in a concentrated fashion during the test weeks. Students then get accustomed to an atmosphere of exams. At the start of the fourth year of vwo and havo, the students receive general information about the second phase. Under "PTA & Exam regulations" on the website, you'll find the so-called "programme of tests and conclusion" (the PTA). There you'll find a precise description of the requirements for each subject for students in the coming year (second year of havo or third year of vwo). At the Haarlemmermeer Lyceum, art (with the possibility of choosing between fine arts or drama), business economics and mathematics D are possible exam subjects at both havo and vwo levels. In addition, havo 4 and vwo 5 students are taught the Global Perspectives subject (BdC location).

At the Zuidrand location, havo 4 and vwo students are also offered the subject of "BSM" (Exercise, Sports and Society). At the BdC location, the subject of Chinese language and culture is offered in vwo 4, 5 and 6.

Upper secondary school students are also offered CAT (Choice Activity Time) hours. In these hours, students can get additional support from a subject teacher. Havo and vwo students at the Zuidrand location have choice hours, working time or Dalton hours in their schedules each week. Using the Dalton hours, students themselves can increase the effectiveness of their education, get help where needed and find enrichment wherever their interests lie. Students can also be offered focused support during these hours. Consider, for example, maths support, a make-up hour for any tests missed in connection with illness, reading skills support, a science lab appointment or working for an hour in silence.



## II Student support and supervision in vwo/havo secondary school classes

Supervision is important in the Second Phase. Supervision is done in a number of ways. Groups of students get their own mentor in the Second Phase. In most cases, this mentor is also a subject teacher. A mentor hour is planned in the schedule each week. Brief conversations regularly take place between students and mentors.

The mentor then discusses study progress, planning, results and any associated problems. These conversations are sometimes held with other students in the group, such that experiences can be shared.

Individual conversations are also held.



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# HOW ARE GRADES CALCULATED?

We work with a so-called moving average. Therefore, all grades achieved in a school year count toward the final report. Progress can be tracked at any moment in Magister.

Grades are reflected to a single decimal point. All classes include columns that can contain extra information. For the *BdC* location, these are for the subjects not given in English: organisation (O) and participation (M). For those subjects given in English, the students also work with a portfolio. Here, they demonstrate their learning moments and development by uploading reflection reports, assignments and presentations, for example. In ILP discussions, students set objectives for their further development, together with help from parents and mentors. At the *Zuidrand* location, we use columns with extra information for organisation (O) and work attitude (W) that say something about the student's motivation and organisation.

## Advancement guidelines

You can find the current guidelines for moving up a class on our website under "downloads".

## Flow-through information and exam results

For information about quality, flow-through information and exam results, see: [www.scholenopdekaart.nl](http://www.scholenopdekaart.nl)

## School plan/quality assurance

The Haarlemmermeer Lyceum works on further development of the range of educational offerings at school on the basis of a school plan. With the help of a quality assurance system we safeguard the satisfactory areas and we work on our points of improvement. Our school plan can be found on our website.

## Advancement at risk

Students whose advancement is at risk receive a notice in the autumn and/or spring.

## Final report

The final report is the advancement report. This report is based on all of the information from the school year.

Please note: Only the grade for a "one-hour subject" may be based on a single important fact. In mavo 3, havo 4 and vwo 4 and 5, the school exam grades achieved for written and oral tests count triple for the calculation of a grade.



# REPORTS

|                                      |   |
|--------------------------------------|---|
| <b>School exam progress</b>          | see Magister throughout the school year |
| <b>School development progress</b>   | see Magister throughout the school year |
| <b>Issuance of final SE overview</b> | April 2022 (V6, H5, M4)                 |
| <b>Final report</b>                  | 15 July 2022                            |

The final report qualifies as the official evidence of the grades achieved and for this reason, among others, must be kept safely.

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# 2021-2022 LESSON TABLE

BdC classes 1, 2, 3

BdC T = BILINGUAL

|               | BTMavo1 | BTHavo1 | BTVwo1 | BTMavo2 | BTHavo2 | BTVwo2 | BTMavo3 | BTHavo3 | BTVwo3 |
|---------------|---------|---------|--------|---------|---------|--------|---------|---------|--------|
| subj\<br>dept |         |         |        |         |         |        |         |         |        |
| ak            | 3       | 3       | 2      | 2       | 2       | 2      | 2       | 2       | 2      |
| bi            | 3       | 2       | 2      | 2       | 2       | 2      | 2       | 2       |        |
| en            | 5       | 5       | 5      | 4       | 4       | 4      | 4       | 4       | 4      |
| fa            | 3       | 3       | 3      | 2       | 3       | 3      | 4       | 3       | 3      |
| gs            | 3       | 2       | 2      | 2       | 2       | 2      | 2       | 2       | 2      |
| bv            | 2       | 2       | 2      | 2       | 2       | 2      | 2       | 2       | 2      |
| if            | 1       | 1       | 1      | 1       | 2       |        |         |         |        |
| chtc          |         | 2       | 2      |         |         | 2      |         |         | 2      |
| lo            | 3       | 3       | 3      | 3       | 2       | 2      | 4       | 2       | 2      |
| mr            | 1       | 1       | 1      | 1       | 1       | 1      | 2       | 1       | 1      |
| ne            | 4       | 4       | 4      | 4       | 4       | 4      | 4       | 4       | 4      |
| the           | 2       | 2       | 2      |         |         |        |         |         |        |
| wi            | 4       | 4       | 4      | 4       | 4       | 3      | 4       | 4       | 4      |
| du            |         |         |        | 3       | 3       | 3      | 4       | 3       | 3      |
| na            |         |         |        | 2       | 2       | 2      | 4       | 3       | 3      |
| ec            |         |         |        | 2       |         |        | 4       | 2       | 2      |
| sk            |         |         |        |         |         |        | 2       | 2       | 2      |
| ckv           |         |         |        |         |         |        | 2       |         |        |

BdC = REGULAR

|               | BTMavo1 | BTHavo1 | BTVwo1 |
|---------------|---------|---------|--------|
| subj\<br>dept |         |         |        |
| ak            | 2       | 2       | 2      |
| bi            | 2       | 2       | 2      |
| en            | 3       | 3       | 3      |
| fa            | 4       | 3       | 3      |
| gs            | 2       | 2       | 2      |
| bv            | 2       | 2       | 2      |
| ckv           | 2       |         |        |
| if            | 1*      | 1*      | 1*     |
| chtc          |         |         | 2      |
| lo            | 4       | 2       | 2      |
| mr            | 2       | 1       | 1      |
| ne            | 4       | 3       | 3      |
| wi            | 4       | 4       | 4      |
| du            | 4       | 3       | 3      |
| na            | 4       | 3       | 3      |
| ec            | 4       | 2       | 2      |
| sk            | 2       | 2       | 2      |

\* 1 hour of lessons each week for 1/2 school year.



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# 2021-2022 LESSON TABLE

BdC classes 4,5,6

\* The working language for lo and maat is English.



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| subj\dept | BMavo4 | BTMavo4 | BHavo4 | BTHavo4 | BTVwo4 |
|-----------|--------|---------|--------|---------|--------|
| ak        | 4      | 4       | 3      | 3       | 2      |
| bi        | 4      | 4       |        |         |        |
| en        | 4      | 5       |        |         | 4      |
| fa        | 4      | 4       |        |         |        |
| gs        | 4      | 4       |        |         |        |
| lo        | 2      | 2       | 2      | 2       | 2      |
| mr        | 1      | 1       | 1      | 1       | 1      |
| ne        | 4      | 4       |        |         |        |
| wi        | 4      | 4       |        |         |        |
| du        | 4      | 4       |        |         |        |
| ec        | 4      | 4       |        |         |        |
| biol      |        |         | 4      | 4       | 3      |
| ckv       |        |         | 2      | 2       | 2      |
| dutl      |        |         | 4      | 4       | 3      |
| econ      |        |         | 4      | 4       | 3      |
| enib      |        |         |        | 5       |        |
| entl      |        |         | 3      |         |        |
| fatl      |        |         | 4      | 4       | 3      |
| chtc      |        |         |        |         | 3      |
| ges       |        |         | 3      | 3       | 3      |
| kua       |        |         | 1      | 1       | 1      |
| kubv      | 4      | 4       | 2      | 2       | 2      |
| kudr      |        |         | 2      | 2       | 2      |
| be**      |        |         | 3      | 3       | 2      |
| nat       |        |         | 4      | 4       | 3      |
| netl      |        |         | 4      | 4       | 3      |
| schk      |        |         | 3      | 3       | 3      |
| wisa      |        |         | 3      | 3       | 3      |
| wisb      |        |         | 3      | 3       | 3      |
| wisc      |        |         |        |         | 3      |
| wisd      |        |         | 2      | 2       | 2      |
| gp        |        |         |        | 2       |        |
| ls        |        |         |        |         | 2      |
| maat      |        |         |        |         |        |
| nsk1      | 4      | 4       |        |         |        |
| nsk2      | 4      | 4       |        |         |        |
| ma        | 2      | 2       |        |         |        |

| BHavo5 | BTHavo5 | BVwo5 | BTVwo5 |
|--------|---------|-------|--------|
| 3      | 3       | 3     | 3      |
|        |         |       |        |
|        |         |       |        |
|        |         |       |        |
| 1      | 1       | 2*    | 2      |
| 1      | 1       | 1     | 1      |
|        |         |       |        |
|        |         |       |        |
|        |         |       |        |
| 4      | 4       | 3     | 3      |
|        |         |       |        |
| 4      | 4       | 3     | 3      |
| 4      | 4       | 3     | 3      |
|        | 5       |       | 5      |
| 3      |         | 3     |        |
| 4      | 4       | 3     | 3      |
|        |         | 3     | 3      |
| 3      | 3       | 3     | 3      |
| 2      | 2       | 1     | 1      |
| 2      | 2       | 2     | 2      |
| 2      | 2       | 2     | 2      |
| 3      | 3       | 3     | 3      |
| 4      | 4       | 3     | 3      |
| 4      | 4       | 3     | 3      |
| 3      | 3       | 3     | 3      |
| 3      | 3       | 3     | 3      |
| 3      | 3       | 3     | 3      |
| 4      | 4       | 4     | 4      |
|        |         | 3     | 3      |
| 2      | 2       | 2     | 2      |
|        |         |       | 2      |
|        |         |       |        |
| 2      | 2       |       |        |
|        |         |       |        |
|        |         |       |        |

| BVwo6 | BTVwo6 |
|-------|--------|
| 3     | 3      |
|       |        |
|       |        |
|       |        |
| 1*    | 1      |
| 1     | 1      |
|       |        |
|       |        |
|       |        |
| 3     | 3      |
|       |        |
| 3     | 3      |
| 3     | 3      |
|       | 5      |
| 3     |        |
| 3     | 3      |
| 3     | 3      |
| 3     | 3      |
| 1     | 1      |
|       |        |
| 2     | 2      |
| 3     | 3      |
| 3     | 3      |
| 3     | 3      |
| 3     | 3      |
| 3     | 3      |
| 4     | 4      |
| 3     | 3      |
| 2     | 2      |
|       |        |
| 2*    | 2      |
|       |        |
|       |        |

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# 2021-2022 LESSON TABLE

## ZR classes 1, 2, 3

Z = ZUIDRAND, H = HAVO, V = VWO

|           | Z1 H/V | Z2 H/V | ZH3 | ZV3 |
|-----------|--------|--------|-----|-----|
| subj\dept |        |        |     |     |
| dal       | 5      | 5      | 5   | 5   |
| acva      |        |        |     | 2   |
| ak        | 2      | 2      | 2   | 2   |
| bi        | 2      | 2      | 2   |     |
| en        | 3      | 3      | 3   | 3   |
| fa        | 3      | 2      | 3   | 3   |
| gs        | 2      | 2      | 2   | 2   |
| bv        | 2      | 2      | 2   | 2   |
| lo        | 3      | 2      | 2   | 2   |
| mr        | 1      | 1      | 1   | 1   |
| mti       | 2      | 2      |     |     |
| mu        | 1      | 1      |     |     |
| ne        | 3      | 3      | 3   | 3   |
| the       | 2      |        |     |     |
| wi        | 4      | 3      | 3   | 3   |
| du        |        | 3      | 3   | 3   |
| na        |        | 2      | 2   | 2   |
| ec        |        |        | 2   | 2   |
| sk        |        |        | 2   | 2   |
| hulpuur   | 1*     | 1*     |     |     |

\* Based on group 8 (primary education) final test/diatests  
ne/en/re/wi - this is done in the off hour.

## ZR Klassen 4, 5, 6

Z = ZUIDRAND, H = HAVO, V = VWO

|           | ZH4 | ZV4 | ZH5 | ZV5 | ZV6 |
|-----------|-----|-----|-----|-----|-----|
| subj\dept |     |     |     |     |     |
| dal       | 5   | 5   | 5   | 5   | 5   |
| ak        | 3   | 2   | 3   | 3   | 3   |
| lo        | 3   | 2   | 2*  | 2   | 2*  |
| mr        | 2   | 1   | 1   | 1   | 1   |
| biol      | 4   | 3   | 4   | 3   | 3   |
| ckv       | 2   | 2   |     |     |     |
| dutl      | 4   | 3   | 4   | 3   | 3   |
| econ      | 4   | 3   | 4   | 3   | 3   |
| entl      | 3   | 3   | 3   | 3   | 3   |
| fatl      | 4   | 3   | 4   | 3   | 3   |
| ges       | 3   | 3   | 3   | 3   | 3   |
| kua       | 1   | 1   | 2   | 1   | 1   |
| kubv      | 2   | 2   | 2   | 2   | 2*  |
| kudr      | 2   | 2   | 2   | 2   | 2   |
| be        | 3   | 2   | 3   | 3   | 3   |
| nat       | 4   | 3   | 4   | 3   | 3   |
| netl      | 4   | 3   | 4   | 3   | 3   |
| schk      | 3   | 3   | 3   | 3   | 3   |
| wisa      | 3   | 3   | 3   | 3   | 3   |
| wisb      | 3   | 3   | 4   | 4   | 4   |
| wisd      | 2   | 2   | 2   | 2   | 2   |
| wisc      |     | 3   |     | 3   | 3   |
| bsm       | 3   | 3   | 4   | 4   |     |
| maat      |     |     | 2   |     | 2   |

\* 1st half year.

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# COURSE ABBREVIATIONS

|             |                                 |
|-------------|---------------------------------|
| <b>AcVa</b> | academic skills                 |
| <b>ak</b>   | geography                       |
| <b>be</b>   | business economics              |
| <b>bi</b>   | biology                         |
| <b>biol</b> | biology                         |
| <b>bsm</b>  | exercise, sports and society    |
| <b>bv</b>   | visual education                |
| <b>cat</b>  | choice activity time            |
| <b>chtc</b> | Chinese language and culture    |
| <b>ckv</b>  | cultural and artistic education |
| <b>dal</b>  | Dalton hour                     |
| <b>du</b>   | German                          |
| <b>dutl</b> | German language and literature  |
| <b>ec</b>   | economics                       |
| <b>econ</b> | economics                       |
| <b>en</b>   | English                         |
| <b>enib</b> | English for tto students        |
| <b>entl</b> | English language and literature |
| <b>fa</b>   | French                          |
| <b>fatl</b> | French language and literature  |
| <b>ges</b>  | history                         |
| <b>gs</b>   | history                         |
| <b>gp</b>   | Global Perspectives             |
| <b>if</b>   | informatics                     |

|             |  |
|-------------|--|
| <b>kua</b>  | general art (theory with kubv or kudr)         |
| <b>kubv</b> | visual art education (practical)               |
| <b>kudr</b> | dramatic arts (practical)                      |
| <b>Lo</b>   | physical education                             |
| <b>ls</b>   | Language skills                                |
| <b>ma</b>   | social studies                                 |
| <b>maat</b> | social studies                                 |
| <b>mo</b>   | management and organisation                    |
| <b>mr</b>   | mentor hour                                    |
| <b>mre</b>  | mentor hour extra (for individual discussions) |
| <b>mti</b>  | media, techology & ICT                         |
| <b>mu</b>   | music  |
| <b>na</b>   | physics  |
| <b>nat</b>  | physics  |
| <b>ne</b>   | Dutch  |
| <b>netl</b> | Dutch language and literature                  |
| <b>nsk1</b> | physics for mavo                               |
| <b>nsk2</b> | chemistry for mavo                             |
| <b>schk</b> | chemistry                                      |
| <b>sk</b>   | chemistry                                      |
| <b>the</b>  | theatre (drama)                                |
| <b>wi</b>   | maths  |
| <b>wisa</b> | maths A  |
| <b>wisb</b> | maths B  |
| <b>wisc</b> | maths C  |
| <b>wisd</b> | maths D  |



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# STUDENT GUIDANCE

## I Student monitoring system

The Haarlemmermeer Lyceum has a student monitoring system. At the request of mentors, team leaders and school leaders, essential information about all of the students is entered here, such as report grades, recommendations for the learning path to be selected, primary school information such as the recommendation for continued education, statements concerning dyslexia or dyscalculia, and further contacts with help providers. The student monitoring system is subject to a privacy regulation that safeguards the confidentiality of the information.

## II Mentors

Each student is assigned a mentor who is concerned with the student's personal supervision. In the first instance, the mentor is the "Ask Jeeves" for the student and parent(s)/caretaker(s) and is responsible for the general course of affairs within the class or within the group of students. The mentor helps students learn to study, discusses their results and informs the parent(s)/caretaker(s). The subject teachers inform the mentor. Mentors are responsible for the group process in their class so that a pleasant learning climate is formed for all. The mentor is involved as much as possible in organising excursions, workweeks and cultural activities.

## III Student support (care)

The Lyceum has two coordinators for student support, namely Mr M. Boermans at the *Baron de Coubertin* location and Mr P. Westerbos at the *Zuidrand* location. They direct the student support at the school, which is offered by the teachers, mentors, student counselors and the School's Social Work. Furthermore, the school has a care advisory team which also includes a compulsory education officer, a school doctor, a school coach and the School's Social Work, in addition to the pupil support coordinators. Within the framework of Appropriate Education, the Haarlemmermeer Lyceum offers bespoke solutions to students who have specific needs. Among other things, this involves individual guidance by the supervisors for appropriate education, supporting resources in class (e.g., laptop and adapted teaching materials) and a learning path facility that pupils can go to if they are unable to work in the classroom.

## Dyslexia

Students with a dyslexia statement receive extra attention from teachers. All tests are provided in a font of Arial 12. Students get extra time to complete the tests or the number of questions is decreased. In cases of significant exception, if at all possible and after consultation with the subject teacher, the possibility exists of taking tests orally. Spelling will not always be considered in marking grades. At vwo level, students with an exact profile and with an official statement of dyslexia can submit a request to the dyslexia commission via the team leader to exchange their second foreign language (German or French) for another "large" subject in either the fourth or fifth year of vwo. A dyslexia coach is present at both locations.



The dyslexia coaches support the dyslexic students who risk stranding in their educational development due to dyslexia.

## Training

Various training courses are offered twice each year.

Small groups of students can participate in these.

This concerns:

- Rock & Water training
- Training to reduce fear of failure

## School Social Work and School coach

Two external counselors work at the school: the School's Social Work and a school coach. Both are present at regular times. This assistance focuses on students who run into social-emotional problems at school or in their home situation. If necessary, these counselors can make referrals to external facilities. After registering with the coordinator of student support, students can use the support at school.

## School physician

Students with frequent absence will be called in by the GGD's school physician at the request of the school.

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## IV Students requiring extra support due to a physical limitation or disorder

Some students need extra support due to a physical limitation or disorder. The care and support that the school can provide is described in the School Support Profile (SOP).

This supervision and support can be offered if students satisfy the following preconditions:

- satisfies the admissions criteria to the Haarlemmermeer Lyceum;
- is considered capable of achieving the final terms (a diploma);
- is capable of following regular classroom lessons within the existing form of education;
- with the supervision available and the expertise present in the school;
- does not hinder other students in their learning process;
- is able to visit the classrooms without requiring specific facilities for this.

The boundaries of the supervision and support concern the following situations:

- Employees of the Haarlemmermeer Lyceum perform no nursing and/or medical activities. If this is required for a student, then the parent(s)/caretaker(s) shall have to provide the external help themselves. This may not influence the learning climate or process for these other students.
- If this is not possible, then the Haarlemmermeer Lyceum cannot offer appropriate education.
- If a student is assigned to (nearly) full-time homeschooling, then the Haarlemmermeer Lyceum cannot offer appropriate education.

- Students always have to deal with multiple teachers. Students are expected to be able to have sufficient working relationships with various teachers. If a student is unable to do so, then the Haarlemmermeer Lyceum cannot offer appropriate education.
- If the learning or behavioural issues require more than can be offered by basic or extra support, there are insufficient possibilities for offering appropriate education.
- Support is offered in accordance with previously agreed deadlines and is therefore always temporary. For educational support questions outside this framework, the Haarlemmermeer Lyceum has no offering.

### Learning places for students

At the Haarlemmermeer Lyceum, students are offered the opportunity to work independently at various places in the buildings. Students may make use of their own laptops or tablets and the opportunity is also offered to use one of the school's laptops or tablets. In the event of a borrowed device, the school pass must be submitted as a security deposit at the counter where the employee issues the materials.

### Compulsary Education Act

The Compulsary Education Act applies to most of the students at the Haarlemmermeer Lyceum. This means that the government has established conditions that must be met before honouring requests for extra leave. These conditions mean, firstly, that any request for granting extra holiday leave must be submitted to school management at least two months beforehand. Secondly, extra holiday leave is permitted only if the specific nature

of the job of one of the parent(s)/caretaker(s) makes it possible to take holiday only outside the school holidays and if an employer's statement is submitted showing that no leave is possible within the regular holiday schedule. Extra holiday leave is permitted only as follows:

- granted once each year,
- for a duration of no longer than 10 school days,
- not during the first two weeks of classes of the school year.

In special cases, the team leader for the particular grade decides whether absenteeism is permitted. If you keep your child from school without the permission of school management, the compulsory education officer for the municipality will be informed of this and a significant penalty can be charged. In the event of frequent absenteeism, a student can be called in for a discussion with the compulsory education officer at school.



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# REGULATIONS VIA THE HAARLEMMERMEER COMPULSORY EDUCATION OFFICE

## YOUR CHILD IS ELIGIBLE FOR SPECIAL LEAVE ONLY IN THE FOLLOWING CASES:

- relocation;
- legal obligations;
- a marriage and celebration of a 12 1/2, 25th, 40th, 50th or 60th wedding anniversary of blood relatives or relatives;
- celebration of a 25th, 40th or 50th work anniversary
- due to your vocation, you cannot take holidays during normal school holidays – e.g. because you work in the hospitality or agricultural sector;
- other weighty circumstances. These are circumstances that are either unexpected or outside the sphere of influence of the parents, e.g., serious illness or death of blood relatives or relatives.

## EXAMPLES OF SITUATIONS IN WHICH YOU CANNOT GET EXTRA DAY(S) OF LEAVE:

- visiting family abroad;
- holiday during a cheap period or with a special offer;
- lack of booking possibilities in regular holiday times;
- earlier or later return in connection with (traffic) pressure;
- leave for child because other children in the family are already free;
- spreading of holidays;
- traveling together;
- a period of leave for parents making use of a life-course savings scheme.

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I obey the school regulations and know that all employees shall ensure compliance with these rules.

## 1 General regulations

- Students must behave correctly with respect to all employees and to each other. The instructions of all employees must be followed.
- Students are expected to be informed of announcements intended for them that are publicised via the notices screen, Magister, e-mail or letter.
- For every lesson, every student shall have the books, notebooks and other school items in his/her possession required for the subject.

## 2 Code of conduct

- There is no place for racism, discrimination or violence at our school.
- We do not bully, threaten or ignore others (see bullying protocol on the website).
- We treat each other respectfully.
- We don't touch each other or each other's property without asking.
- We recommend that students rent lockers so that personal items are well protected. Don't leave valuable items in your jacket or bag, in any case. During physical education lessons, leaving valuable items in the changing rooms or in the gymnasium is not permitted. Students must store these items in their own locker prior to PE lessons. The school is not liable for loss, theft or damage of personal property.

- We do not use personal electronics (such as mobile telephones, iPods, smart phones, etc.) in the classrooms, changing rooms (please note: we consider the outside area of the gym part of the changing rooms) and toilet areas, unless the teacher explicitly states that the use of a smart phone, e.g., is permitted for purposes of the lesson. If the telephone is not used for lesson purposes, it should be stored in a telephone bag. Using these devices is permitted in study areas, hallways, auditorium and outer areas as long as it is not audible for the surroundings. In the event of unpermitted use, the school is authorised to seize the device. After seizure, the device can be picked up at the end of the school day (between 4:15 and 4:30 PM).

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- Making and publishing films, photos, audible recordings and such is not permitted without permission from school management and the persons involved. See also privacy/portrait rights.
- Chewing gum is not permitted on school grounds or in the school building.
- We do not wear caps, hats and/or hoods on our heads in the school building. Nor is clothing permitted that covers the face. We like to see who is in the building. Coats, caps, scarves and hats must be stored in lockers.
- We don't leave bags in the hallways or study halls.
- We clean up our own messes.
- During hours between classes, you can study at the designated workplaces.
- If you are unable to participate in physical education classes, you must provide the PE teacher with a statement from your parent(s)/caretaker(s) prior to the physical education lesson.  
You may receive a replacement assignment.
- Using and/or being in possession of drugs, hazardous substances and/or weapons (e.g. pocket knives, laser pens) on school grounds and/or during school activities at and/or outside the Haarlemmermeer Lyceum is forbidden. The police will be called in the event of criminal offences. This also applies in the event of theft, intimidation, fights and such, e.g. (see also the regulations related to drugs).
- Bicycles may be stored only in the designated places on school grounds. On the ramp (*BdC* location), you must dismount from the bike and push it.
- Bicycles are not to be placed in front of emergency doors.
- Smoking is not permitted at school or on school grounds.

- Students are not allowed to remain in the stairwell to the bicycle deck (*BdC* location).
- For purposes of security, (random) checks can be held of lockers, bags and jackets, bike bags and storage spaces under (scooter) saddles, etc.
- Entrance to the school and school grounds is reserved solely for the school's own students. We do not take (un)known people into the building without asking. We like to know who is present in our building.
- Students in grades 1 and 2 may not leave school grounds during school hours or during the breaks. During breaks, the parking area in front is also part of school grounds (*ZR* location).

### 3 If you are expelled from the classroom, then :

- You go immediately from the classroom to the concierge.  
There, you receive the so-called "yellow card", on which you record a number of items, including the reason for being expelled. After completion of the lesson, you report to the teacher to discuss why you were sent out and what the consequences are. If you are sent out of class for the third time, the mentor and/or coordinator will contact your parent(s)/caretaker(s). An appointment can be made for a discussion of the behaviour. In the event of a fourth yellow card, a student can be excluded from class for one day. The exclusion means that the student does not take classes for one day, but must nevertheless be present at school from 7:30 AM to 4:30 PM.



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#### 4 If you are late to class, then:

- You go directly to the classroom where you have class at that moment. The teacher notes in Magister that you came in late. You report to school the next day at 7:30 AM, even if you have no class during the first hour. Your parent(s)/caretaker(s) automatically receive an e-mail from Magister. If you think you have a valid reason, then you go to the coordinator later that day; you need not have a discussion with the teacher.
- If you come in late three times, the coordinator contacts your parent(s)/caretaker(s). In the event of a fourth infraction, you can be kept from classes for one day. The exclusion means that you do not take classes for one day, but that you are present at school from 7:30 AM to 4:30 PM. In consultation with your parents, the decision can also be made that you must be present at school at 7:30 AM for a number of consecutive days.
- If you come in late more than eight times in a year, then the school is required to notify the mandatory education officer.



#### 5 Calling in sick

- If your child is ill, the school expects you to report this before 9 AM. This can be done via our website's homepage using the button "Absence reporting *BdC*". At the *Zuidrand* location, this can be done by telephone: +31 (0)23 563 1644. If your child is ill for more than one day, repeated notification is not necessary. Notification must be made anew for any student who is still ill after the weekend.
- Once your child has recovered, then your child submits a note from the parent(s)/caretaker(s) to the reception desk, indicating how long the child was sick. Visits to a doctor, dentist, physiotherapist, orthodontist etc. can also be reported via our website's homepage using the button "Absence reporting *BdC*". At the *Zuidrand* location, this can be done by telephone: +31 (0)23 563 1644. You must notify the school of the visit at least one day beforehand.
- At the *Zuidrand* location, calling in sick via Magister is possible. If your child calls in sick via Magister, this can be done using the parent account of the first parent via Magister 6 on our website or using the Magister app.

#### 6 Going home from school ill during a school day

- Your child reports himself/herself ill at the reception desk. The reception desk employee calls the parent(s)/ caretaker(s) to check for permission to send the sick student home. In the event of the parent(s)'/ caretaker(s)' absence, the school makes the decision.
- Once your child has arrived at home, we want you to contact us to inform us of this. If your child is still ill the next day, then the same regulation applies as with calling in sick.

#### 7 Truancy

- If your child skips class, you'll receive an e-mail automatically via Magister. Your child will then have to report to school at 7:30 AM for the next two mornings. If your child skips class more than eight times in a school year, then the coordinator will inform the mandatory education officer of this.

#### 8 Suspension and removal

- If a student does not comply with the agreements that have been made at school, or if otherwise seriously undesirable and/or unacceptable behaviour occurs, the school management can then decide to issue a time-out, to suspend and/or to remove the student from school.

Parent(s)/caretaker(s) will be notified of this. A time-out means: you are denied access to the classrooms or the school for the rest of the particular day. Suspension means that the student has no access to the school or school grounds for the entire day. If the suspension lasts for longer than a day, then the Educational Inspectorate, the competent authority and the mandatory education officer will be informed. In serious cases, or if no improvement in the behaviour occurs after one or more suspensions, then the decision can be made to expel a student definitively from school in consultation with the Educational Inspectorate.

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## 9 Alcohol policy

- During school activities, the use and/or possession of alcohol by students is not permitted. In the event of suspected alcohol use, a breathalyser test can be administered. A student who breaks the rules concerning alcohol during activities organised at and by the Haarlemmermeer Lyceum will be removed immediately from the grounds; the student will be suspended. Parent(s)/caretaker(s) will always be notified of this. In a discussion involving the team leader, the parents/caretakers and the student, sanctions will be proposed to prevent a repeat offence. Students who break the rules concerning alcohol during activities organised externally by the Haarlemmermeer Lyceum (e.g. workweeks, excursions, etc.) will, in principle, be immediately excluded from further participation in the activity. Parent(s)/caretaker(s) will be notified by telephone of the exclusion and, from that moment, they carry the direct (financial) responsibility for the return of their child. Upon return, in a discussion involving the team leader, the parents/caretakers and the student, further substantiation/determination of the penalty will take place.

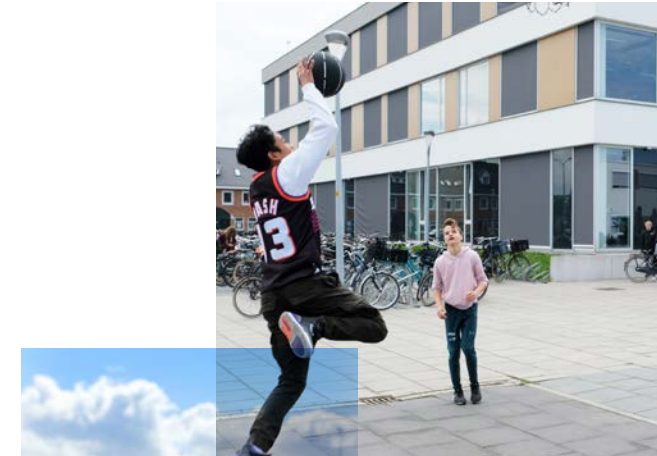
## 10 Drugs policy

- During school activities, the use and/or possession of drugs by students is not permitted. If a student uses drugs and/or is in possession of these, then the student will be suspended in any case for two days. The school can also elect to initiate an expulsion procedure. In a discussion involving the team leader, the parent(s)/caretaker(s) and the student, sanctions will be proposed to prevent a repeat offence.

Passing on drugs, for payment or otherwise, results in definitive expulsion from school. Students who break the rules concerning drugs during activities organised externally by the Haarlemmermeer Lyceum will, in principle, be immediately excluded from further participation in the activity. Parent(s)/caretaker(s) will be notified by telephone of the exclusion and, from that moment, they carry the direct (financial) responsibility for the return of their child. Upon return, in a discussion involving the team leader, the parent(s)/caretaker(s) and the student, further substantiation/determination of the penalty will take place, such that definitive expulsion must be taken into account.

## 11 Use of computer facilities

- Students can use the school's computer facilities and internet connection. These are to be used for the support of the work and learning process. A code of conduct applies to the use of the computer facilities and the internet. Regulations have been drawn up for this. These regulations can be found on the Haarlemmermeer Lyceum website. Students are expected to inform themselves of these regulations. In the event of improper use of computer facilities or Internet, the school will take appropriate measures.



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### Classes

Students are obliged to take all classes given for their grade. The duration of each class is 45 minutes. Teachers attempt to provide an individual approach and attention wherever possible, particularly to students who are failing a subject. At the *BdC* location, students get extra support during the CAT hour (choice activity time). Students can register for a CAT hour via Magister. After registration, the student's participation in the CAT hour is mandatory. At the *Zuidrand* location, one Dalton hour is scheduled each day. The students choose their particular Dalton hour via Magister. Dalton hours are mandatory hours for all students at the *Zuidrand* location.

### Examination rules

Examination rules apply to students in mavo 3 and 4, havo 4 and 5, and vwo 4, 5 and 6. These rules are published on the website. This includes a rule in which absence and the loss of the opportunity to re-sit an exam are linked. In order to reduce unauthorised absence, the right to a re-sit exams is linked to absenteeism in classes mavo 4, havo 4 and 5 and vwo 4, 5 and 6.

Students receive a warning in the event of skipping classes. If a second instance of truancy as noted, then the student receives a letter stating that he/she will forfeit the right to a re-sit with any subsequent truancy. In the event of a third instance of truancy, the right to re-sit is forfeited. The person involved will be notified in writing. In the event of multiple re-sits each year, the link with presence/absence also applies to these re-sits. So a written warning will be issued upon the fifth or eighth instance of truancy and the re-sit will be forfeited upon the sixth or ninth instance.

### Exemption from physical education lessons

Every student is required to take PE lessons. If a student cannot participate occasionally in the physical education lesson, the PE teacher must be notified of this in writing. In that case, the student remains under the supervision of the PE teacher, unless the teacher determines otherwise. In the event of long-term absence, the student must submit an explanatory note from the doctor.

### Teachers' absence

If no teacher is present after the start of the lesson, students shall remain in the classroom; one of the students can then check with the scheduler or the concierge for additional information. This also applies to upper secondary school students. Students are never permitted to leave the classroom without an instruction from the school management.

### Student charter

A student charter is present. A student charter is available to all students and employees via the school's website. The student charter documents all of the students' rights and obligations.

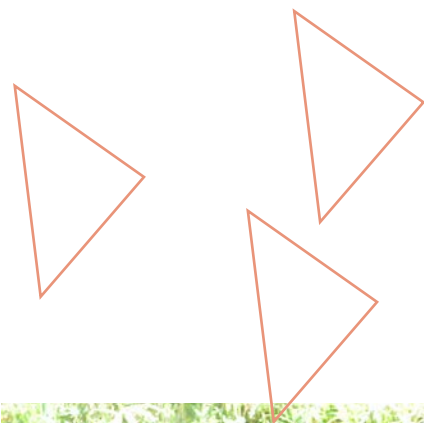
### Insurance coverages

The Haarlemmermeer Lyceum is part of the Dunamare Onderwijsgroep. Dunamare has opted for a full package of insurance lodged with Concordia-De Keizer Assurantiën. The school is not liable for loss and theft. Secondary coverage is often involved. This means that the parent(s)/ caretaker(s)' own basic and supplemental healthcare insurance and liability insurance policy take precedence. The coverage of the insurance policies is also linked to a maximum amount. For more information, please contact the Haarlemmermeer Lyceum.

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### Collective accident insurance

Collective accident insurance is available for students, staff and volunteers. The insurance provides coverage in the event of death and/or permanent injury resulting from an accident during school activities, including travel to the activity and back home. This insurance also provides coverage for medical costs resulting from an accident. This also involves secondary coverage, such that basic and supplemental healthcare from the parents takes precedence. For more information, please contact the Haarlemmermeer Lyceum.

### Continuous travel insurance

The travel insurance provides coverage for all journeys and excursions organised by Dunamare and is valid throughout Europe, but not for travel outside of Europe. The following are insured: luggage, medical costs (secondary) and special costs such as repatriation. For the specific amounts that are insured, please refer to the policy. With regard to healthcare costs incurred, the healthcare insurance of the parent(s)/caretaker(s) takes precedence and the remaining uncompensated portion of the travel policy can be claimed. For more information, please contact the Haarlemmermeer Lyceum.

### Haarlemmermeer Lyceum liability

Dunamare has taken out a liability insurance policy for its students. There is secondary coverage for damages caused to third parties by a student, except in the event of intent.

The policy also provides coverage for situations in which the student himself/herself suffers damages as a consequence of an error by (staff of) Dunamare and/or the Haarlemmermeer Lyceum.

Here, the word "secondary" means that damages must first be claimed via the parent(s)/caretaker(s)' own liability insurance policy. Parent(s)/caretaker(s) remain responsible for the acts and omissions of their child 24 hours per day. If the policy does not provide coverage or does so insufficiently, then a claim can be made on the Dunamare policy. At the Haarlemmermeer Lyceum, we do our very best to prevent accidents or theft during school hours. Nonetheless, sometimes things can go wrong. Consider damage to a bicycle in the bike shed, for example, damage to eyeglasses during sports activities/physical education or loss of a smart phone. We take such things very seriously. However, the school is not liable.

Furthermore, the school is not liable for damages resulting from students' illegal behaviour. Students, i.e., at least their parent(s)/legal representatives, are themselves responsible for their acts and omissions. Any student who causes damages during school hours or during other activities organised by the school must therefore compensate the damages himself/herself. Therefore, it is important that parent(s)/caretaker(s) avail themselves of private liability insurance. In the event of criminal offences, the police will be called and a report can be made.

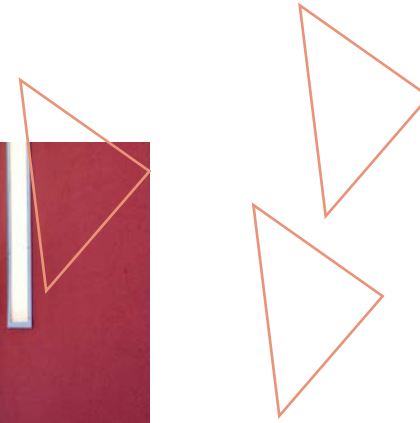
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## School pass

Students receive a school pass one time upon registration. This first pass is paid for by the school. The school pass can be used to open lockers, to pay for copies and prints by means of credit on the pass, and for identification. Holders of the pass are expected to take all conceivable measures to use and to retain the school pass. If a student loses the school pass or if the school pass is stolen, then this must be reported immediately to the reception desk in the auditorium (*BdC*) or atrium (*ZR*).

Until the moment of notification:

- the loss of the credit on the school pass is for the passholder's risk and account.
- the loss/damage to the contents of the locker are for the tenant/user's risk and account. €10 will be charged for a new pass in the event of damage or loss of the school pass.

After payment, the student will receive a reserve pass and a new personal school pass will be ordered.

## School lockers

There are school lockers for the students in the school building. Each student is assigned a school locker at the start of the year. The lockers are provided with an electronic lock that is operated with a contactless chip. Lockers can be rented for €15. Although a locker is not mandatory, the school strongly recommends renting a locker. The school presumes that students will maintain the rented locker properly. Upon a check at the end of the school year, i.e., at the end of the last test week, the locker must be empty and clean. If a full and/or dirty and/or damaged locker is encountered, an amount can be charged. The school retains the right to open lockers at any moment it desires if it sees reason to do so (locker check).

## Prints and photocopies

Students can print and photocopy using the school pass. At the start of the 2021-2022 school year, the school grants a credit of €5 on the school pass. This amount comes from the voluntary parent contribution. Once the credit is used up, the student can top up the school pass at the reception desk in return for cash payment. The supplemental "Terms and conditions for use of school lockers" and "Terms and conditions for use of the school pass" at the Haarlemmermeer Lyceum can be found on the school's website. [www.haarlemmermeerlyceum.nl](http://www.haarlemmermeerlyceum.nl)

## Catering

During breaks and hours between classes, students can make use of the services of a professional catering company: Van Leeuwen Catering. Our canteen complies with the guidelines of "Healthy Canteens" from the Dutch Nutrition Centre. In addition, we attempt to purchase at least 50% of the products sustainably. Each year, Van Leeuwen Catering inventories the offerings in the canteen with the "Canteen Scan" and reports the results to the school's management.

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# PARTICIPATION COUNCIL AT THE HAARLEMMERMEER LYCEUM

Just like every school Netherlands, the Haarlemmermeer Lyceum also has a Participation Council (Dutch acronym: MR). The Participation Council is made up of staff, parents and students. They are involved in the school's policy implementation in this manner. School management makes decisions in consultation and must discuss any decisions having to do with education or that relate to the school in its entirety with the Participation Council.

## Composition

Participation Council members are chosen directly by and from among the parents, students and staff. In the composition of the Participation Council, we attempt to have an equal number of delegates between the *Zuidrand* and the *Baron de Coubertin* locations. The term of office in the Participation Council is three years. At the Haarlemmermeer Lyceum, the Participation Council consists of 16 members allocated across various sections of the Participation Council: the staff section (PMR, eight members), the parents section (OMR, four members) and the students section (LMR, four members).

## Working method

The Participation Council at the Haarlemmermeer Lyceum ops for an active, critical, yet constructive approach in a collective attempt toward the best possible functioning of the school. Not only those topics submitted by school management are discussed, but the Participation Council also contributes topics itself (right of initiative). The Participation Council meets once a month with the school management about agenda items established beforehand by the chairperson and secretary. Pre-consultation is held with the school management about these topics. The Participation Council meetings are public. The reports (minutes) of these meetings are also public.

## Participation Council authorities

In order to do its work well, the Participation Council has a number of authorities. For example, it has so-called information rights, meaning that the school management must provide the Participation Council in a timely manner with all information that the Council needs to function properly.

In addition, the Participation Council has rights of advisory and consent. The advisory right means that the school management must submit a decision to be taken to the Council for recommendation. The Participation Council must then issue a recommendation. The school management need not follow this recommendation. Right of consent means that the school management may implement a decision only after the Participation Council agrees. For some issues, only the separate sections (staff, parents or students) have right of consent from the Participation Council. If disputes arise within the Participation Council or between the Council and the school management, then the parties can submit the dispute to a committee that then issues a binding judgment. The Haarlemmermeer Lyceum is part of the Dunamare Scholengroep and this school group also has a Participation council: the Joint Participation Council (Dutch acronym: GMR). The Joint Participation Council issues recommendations about the board's policy intentions that affect all schools.

Participation Council contact  
Haarlemmermeer Lyceum:  
[mr@haarlemmermeerlyceum.nl](mailto:mr@haarlemmermeerlyceum.nl)



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# PARENTS COUNCIL

The Haarlemmermeer Lyceum has had an active parents council for many years/ The parents council is a contact point between the parent(s)/caretaker(s) on the one hand and school management on the other. It has the function of signalling and advisory toward the school management. There are approximately 16 parents in the parents council.

The parents council is also a body that organises all sorts of activities. This is made financially possible by the parents' contribution of €12.50 per child, which is paid by the parent(s)/caretaker(s).

## What does the parents council do for the children?

The voluntary parent contribution makes all kinds of activities possible for students throughout the entire year:

- 1 We start with a surprise around the Sinterklaas tradition - something delicious for each student.
- 2 Followed by the school gala for all final exam candidates. Girls get a wrist corsage to keep their beautiful dresses from being damaged; and the boys' corsages go on the lapels of their jackets. They are also offered a cocktail upon arrival and the possibility to be photographed with a real Santa Claus.
- 3 On the Thursday before Easter we have "sandwiches day". Bread rolls (around 2000!)


- are baked bright and early in the morning. In a joint effort of helpful parents, canteen staff and members of the parents council, these are magically turned into healthy sandwiches. Both students and teachers receive these enthusiastically and with great gusto.
- 4 During the exam period, there is a "relax corner". After their exams, in the afternoon between 3:00 and 5:00, students can drop in here to blow off steam or talk to others about the exam. We try to offer a sympathetic ear, if so desired. And there's always something to eat or drink. Teachers often walk around in the relax corner to discuss the exams with their students.
  - 5 When getting the report cards after obtaining the results of the exam, we stand at the ready with a healthy snack and a drink. This is done to support students in both sadness and happiness.
  - 6 During the last weeks of school, the parents' council serves ice cream to all students.
  - 7 We are also ready with fruit, drinks and moral support during sports days for first-year students.
  - 8 At the party at the close of the school year, we perform a nice sketch for the students.



Via the school's official social media channels (Facebook and Instagram), we keep you up-to-date on all current parents' council activities, often with photos. Naturally, help is sometimes necessary with the activities. If you would like to register on a no-obligations list with helpful parents, please e-mail the parents council via [ouderraad@haarlemmermeerlyceum.nl](mailto:ouderraad@haarlemmermeerlyceum.nl). The parents council and the activities are a great opportunity to see school life up close.

### Annual theme evening for parents

In addition to the activities for students, we also organise a general theme evening for the parents of students at our school each year. This evening is well attended. Each year, we choose a theme relevant to the parents. Themes from recent years include "the brain in puberty", for example, "youth sexuality" and "dealing with money". You will receive an invitation to this evening.



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# OWN CONTRIBUTION PARENT CONTRIBUTION

The parents' council asks for a voluntary contribution of €12.50 per student and spends these funds on (a contribution toward) the costs of festivities and sports days, school parties, activities around the school exams and final exams, the annual meeting and theme meetings.



GIFTS ARE GIVEN TO TEACHERS AND STUDENTS WITH LONG-TERM ILLNESS ON BEHALF OF THE PARENTS COUNCIL (THE SWEET AND SORROW JAR), TO PEOPLE WHO HAVE MADE EXTRA EFFORTS IN ACTIVITIES AND TO STUDENTS WHO HAVE PASSED THEIR FINAL EXAMS.

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# SCHOOL CONTRIBUTION

To finance the school's costs, the school requests an amount of €61 per student from the parents. This concerns activities for which the school receives no compensation from the Ministry of Education, Culture and Science. This is also a voluntary contribution, as is the parents' contribution

This amount is intended for:

- CJP card + culture programme
- transport activities
- start activity
- membership in the Haarlemmermeer public library
- Christmas breakfast
- photocopy costs
- solidarity supplement (€1.00)

The voluntary parent contribution, school costs and any other costs are charged via WIS Collect. The Participation Council is involved in both the determination of the amount of the contribution and its disbursement. At the end of the school year, we publish the "summary of expected school costs" on our website. This summary includes the amounts for the parents and school contribution and the costs for a work week. The amount of €61 includes €1 for the so-called "solidarity fund".

This fund can be used for financial compensation in connection with work weeks, etc. The conditions for this can be found on the website. For more information, please contact the Haarlemmermeer Lyceum.

Non-payment of the voluntary parent contribution is not in itself a reason for a student's exclusion from activities organised under the school's responsibility. The school may, however, cancel any activities for which insufficient funding has been raised.

The contribution for the 2021 – 2022 school year will be € 300 for each year at the vwo, havo or mavo level. The school uses these funds to pay for the extra lessons, various activities with an international character, a number of excursions and additional teaching material such as handouts, books for the dedicated tto library, digital teaching methods and other educational materials. These costs are exclusive of travel expenses and apply to both the first two years and upper secondary school. If you have difficulty paying the contribution, then please contact Mr.Roth, rector.

(Rector, BdC).

LOOT students pay a voluntary LOOT contribution of €130; prospects pay a voluntary contribution of €50. This amount pays for a portion of the hours of the LOOT coordinators.



## Other costs

Classes often organise fun class activities in consultation with their mentor. These so-called "mentor outings" may be associated with costs (€10 - €15). This concerns voluntary activities. The other expected costs for each school year are also stated on the website. This information can also be found on our website.

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# Wis Collect

The Haarlemmermeer Lyceum works with the digital payment system WIS Collect to collect parent contributions. This system enables direct processing of payments. If a payment request is made from school, such as the tto contribution, the voluntary school contribution, locker rental or work weeks, then an e-mail is sent to the parent(s)/caretaker(s). You don't need an account for this and can make the payment via a direct link (IDEAL).

# Student Council

The Haarlemmermeer Lyceum has a Student Council that enhances the communication among students, team leaders and school management. The Student Council also fulfills an important feedback function within the school. They speak with team leaders about work weeks, excursions, school parties, homework loads, study support and test weeks, among other things.

# Text books

## Free text books

The Haarlemmermeer Lyceum is itself the owner of the text books. In collaboration with Van Dijk Educatie, we ensure that all students receive the appropriate stack of books at the start of each school year. Information is provided each year about the course of affairs concerning book issuance and returns. The ordering site

[www.vandijk.nl](http://www.vandijk.nl) also provides the possibility for ordering additional learning resources.

# Outsourcing agreements

In some cases, students leave the Haarlemmermeer Lyceum and continue their studies within adult education in the form of an outsourcing agreement. The Haarlemmermeer Lyceum then transfers the care for the student to another institution (Nova College), but the student remains registered at the Haarlemmermeer Lyceum. Team leaders/coordinators/deans can provide additional information about the guidelines and procedures that the school follows when requesting an outsourcing agreement.



# The public library

All students automatically become members of the Haarlemmermeer Library via school and receive a personal loan card (Limited subscription) If desired, the student himself/herself can upgrade subscription to a Complete subscription for an additional amount. This allows materials to be on loan for longer. Every student can also borrow e-books via the website and use Pressreader, with an availability of more than 5000 newspapers and magazines. Students up to the age of 18 with a dyslexia statement can upgrade their Limited subscription at no charge to a Full subscription, allowing for longer borrowing terms. Use of the library is subject to the Haarlemmermeer Library's lending conditions and regulations. For more information, please see

[www.debibliotheekhaarlemmermeer.nl](http://www.debibliotheekhaarlemmermeer.nl) or check with the library. The library can also be reached by an access door at the *BdC* location.



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## Privacy/Portrait right and GDPR

At Haarlemmermeer Lyceum, we treat our students' privacy very carefully. In connection with providing education, supporting our students and recording all this in the school's administration, information about and from students is recorded. This information is called personal information. Recording and using this personal information is limited to information that is strictly necessary for education. The information is stored and access to this is limited. The school also uses digital learning materials. The suppliers of these learning materials receive a limited amount of student information.

The school has made strict agreements with its suppliers about the use of personal information in order to prevent misuse. Student information is shared with other organisations only if parents give permission to do so, unless such an exchange is required by law. The privacy regulation on our website describes how the school deals with its student information and the rights of parents(s)/caretaker(s) and students. Naturally, you can also approach the management with any questions you may have.

At our school, we show you what we are doing using image material (photos and videos). Recordings are made at various occasions. During activities, excursions and lessons, for example. We deal carefully with these photos and videos. We publish no image material that might cause damage to students and, in principle, we generally don't place the names of students in photos and videos. In view of privacy legislation, we are required to ask the parent(s)/caretaker(s) for permission to use images of their son/daughter if he/she is younger than 16. Student 16 years of age and older must grant that permission themselves. No image material of your son/daughter will be used or shared without permission. For this reason, we ask each student and his/her parent(s)/caretaker(s) to indicate in Magister's "permissions" module how our school may use image material of their son/daughter.

THE PERMISSIONS MODULE SHOWS THE PURPOSE FOR WHICH THE VARIOUS OPTIONS ARE USED. THE PERMISSION CAN BE CHANGED AT ANY MOMENT. WE WOULD ASK THAT YOU FILL IN THIS MODULE AS QUICKLY AS POSSIBLE. WE WILL INFORM YOU IN ANY CASE AT THE START OF EACH SCHOOL YEAR ABOUT THE POSSIBILITY TO CHANGE YOUR CHOICE.



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# QUESTIONS, CONCERNS, COMPLAINTS, TIPS?

Naturally, we prefer to see that everything runs smoothly at our school. But despite our efforts, it's still possible that you run into problems. For example, you have a question or complaint... or perhaps you're concerned about something. Or you may wish to give the school a tip. Rest assured: we want to hear from you – preferably as quickly as possible. The following offices are available for this:



## To whom and how should you as parent(s)/caretaker(s) turn with your question, concern, complaint or comment?

- 1 In most cases, the mentor is the most appropriate person at the school with whom to discuss your concern. It's possible that the mentor cannot help you sufficiently because the problem is too complex, for example. You may also have a complaint about the mentor.
- 2 In that case, you can always contact your son or daughter's team leader. All of the team leaders are listed in the Lyceum handbook under "school management composition". Next to the team leaders name, you'll find the team that he/she manages. You can contact your child's team leader by telephone or by e-mail.
- 3 In some cases, it may concern very sensitive issues. For this, the school has two confidential counselors; you can contact either of them. This goes for both the parent(s)/caretaker(s) and for students.

### At the *Baron De Coubertin* location, these persons are:

Mrs L. van Dam-de Boer and  
Mr M. van der Weijden.  
You can always make an appointment via:  
[l.vandam@haarlemmermeerlyceum.nl](mailto:l.vandam@haarlemmermeerlyceum.nl)  
[m.vanderweijden@haarlemmermeerlyceum.nl](mailto:m.vanderweijden@haarlemmermeerlyceum.nl)

### At the *Zuidrand* location, the counselors are:

Ms M. Nieveld and  
Mr L. Dijkema de Grooth,  
[m.nieveld@haarlemmermeerlyceum.nl](mailto:m.nieveld@haarlemmermeerlyceum.nl)  
[l.dijkemadegrooth@haarlemmermeerlyceum.nl](mailto:l.dijkemadegrooth@haarlemmermeerlyceum.nl)

- 4 In some cases, it may be necessary to appeal to the management of the school. Our school's management consists of two persons: Mr B. Roth, Rector at the *Baron de Coubertin* location and Mrs L. Pennings-de Vet, Rector at the *Zuidrand* location. You can reach them by telephone or by e-mail.

- 5 If you have a complaint about the management, then please contact the Board of Directors of Stichting Dunamare Onderwijsgroep, Diakenhuisweg 1-21, 2033 AP Haarlem.
- 6 If you wish to submit an official complaint, then this can also be done via the Stichting Dunamare Onderwijsgroep's complaint regulation. Our school is part of this foundation. The complete regulation is stated on the Dunamare website. The school also has an internal complaint regulation. This is on our website.
- 7 Complaints about undesirable behaviour (such as sexual intimidation) can also be handled via the external confidential counselor (GGD Kennemerland tel. +31 (0)23 789 1777).
- 8 If you have a continuous problem or concern for which you are of the opinion that the school responds insufficiently, then you can also contact the school's Participation Council via [mr@haarlemmermeerlyceum.nl](mailto:mr@haarlemmermeerlyceum.nl)

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## Where can students turn with their questions, concerns and complaints?

Students can in any case contact the aforementioned staff and bodies. If an upper secondary school student has a complaint about the (school) exam, he or she can submit a complaint to the Appeals Committee. This can be done via our officers for exam affairs Ms G. Docter at the *Baron de Coubertin* location or Mr H.P. van Burg at the *Zuidrand* location.

## Complaint regulation

The aforementioned shows where you or your child can go with a concern or a complaint. In addition to these possibilities, two official complaint regulations exist. One internal complaint regulation and one external complaint regulation. The internal complaint procedure records how complaints must be submitted and how the process then runs. The internal complaint procedure is posted on the school's website. If dissatisfaction remains about the treatment of the complaint, then the board can be brought in based on the external complaint procedure. This Dunamare complaint regulation is posted on the Dunamare website.

### Inspectorate

#### Education Inspectorate

[info@owinsp.nl](mailto:info@owinsp.nl)

[www.onderwijsinspectie.nl](http://www.onderwijsinspectie.nl)

#### Questions about education:

0800 8051 (gratis).

#### Complaint notifications about sexual intimidation, sexual abuse, serious psychological or physical violence:

HOTLINE confidential inspectors tel. 0900 1113111 (local rate).



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