

2022 / 2023

HLML LYCEUM



DALTON EDUCATION

Location for vwo, havo
Nieuwe Molenaarslaan 20

TTO BILINGUAL EDUCATION

Location for vwo, havo, mavo
Baron de Coubertinlaan 2

ALSO IN THIS HANDBOOK:

- ▶ TOPSPORT TALENT SCHOOL
- ▶ INTERNATIONALISATION & CULTURE
- ▶ LANGUAGE CERTIFICATES FOR CHINESE, FRENCH, ENGLISH
- ▶ CREATIVE, MUSIC, THEATRE AND POETRY, RHETORIC
- ▶ STUDIUM EXCELLENCE PROGRAMME



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**DALTON
ONDERWIJS**



**TTO TWEETALIG
ONDERWIJS**



**TOPSPORT
TALENTSCHOOL**



**INTERNATIONALISERING
EN CULTUUR**



**TAALCERTIFICATEN
CHI / FR / EN**



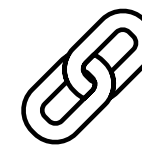
**CREATIEF, MUZIEK
THEATER, POËZIE**



**STUDIUM
EXCELLENTIE
PROGRAMMA**



**RETORICA /
DEBATTEREN**



**VEILIGE
LEEROMGEVING**

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Preface

The Haarlemmermeer Lyceum was founded over 60 years ago and we are proud of what we have achieved throughout the years.

HLML Bilingual educates students at the Dutch vwo, havo and mavo levels. Bilingual education is offered in all departments. HLML Dalton offers education at the Dutch vwo and havo levels. Dalton principles are used here. 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. Students with an NOC*NSF status can receive bespoke education at both locations so that young, talented athletes can combine their school careers with their ambitions in top sport. It's shaping up to be a beautiful and inspirational school year. We are looking forward to it!

Mrs L. Pennings-de Vet

Rector at the HLML Dalton location

Mr B. Roth

Rector at the HLML Bilingual location



Now digital and interactive

Select a topic

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HAARLEMMERMEER LYCEUM COMPETENT AUTHORITY

General

The Haarlemmermeer Lyceum is part of the Dunamere Educational Group Foundation (Dutch: Stichting Dunamare 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 Dunamere 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 235303600,
E-mail: 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 with VO Amstelland and Meerlanden.

HLML Bilingual 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.

HLML Dalton location

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



Topsport Talent school

The Haarlemmermeer Lyceum is a Topsport Talent school. Topsport Talent schools are part of the Expertise Centre for Top Sport and Education (Expertisecentrum voor Onderwijs en Topsport - EVOT), an organisation that works closely with NOC*NSF. Giving talented athletes the opportunity to combine studies and their sport is the most important goal. At Topsport Talent schools, talented athletes recognised by NOC*NSF are given the opportunity to use special study facilities for secondary education.

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MISSION

The Haarlemmermeer Lyceum is a public school for continuing education and offers education at the vwo, havo and mavo levels.



THE SCHOOL ENSURES THE DEVELOPMENT OF OUR STUDENTS BY PREPARING THEM FOR CONTINUING 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 vwo, havo and mavo exams, 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 just as important as preparing students for their exams. With these, they can participate and contribute actively, constructively and critically to society.

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. 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 pursue an education at three levels, namely: mavo, havo and vwo. Changing levels and/or between the two locations can be done at various moments during a 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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Principles of the Haarlemmermeer Lyceum



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

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. The acknowledgement of equality, along with each person's uniqueness.
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. Everyone deserves a baseline of respect, the rest must be earned on the basis of one's own effort.
5. Parent(s)/guardian(s) and school are each other's natural partners in education and upbringing. Primary responsibility for upbringing lies with the parent(s)/guardian(s).

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/guardian and student.



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COMPOSITION OF SCHOOL MANAGEMENT

I HLML Bilingual location

Mr B. Roth	rector
Ms E. Sartori	team leader, 1st and 2nd-year vwo/havo
Mr H. Martens	team leader, 2nd, 3rd and 4th-year mavo
Ms A. Schrijver M.Ed.	team leader, 3rd, 4th and 5th-year havo
Ms T. Joosten	team leader, 3rd, 4th and 5th and 6th-year vwo

Coordinators

Mr R. Ouwerkerk	first year
Mr F. Schaap	2nd-year vwo/havo
Mr M. Houben	3rd, 4th, 5th and 6th-year vwo
Mr L. Weijers & Ms L. Botland	2nd, 3rd and 4th-year mavo
Ms J. Hoeven	3rd, 4th and 5th-year havo
Mr R. van Poeteren	Topsport Talent
Mr M. Boermans	student support (care)
Ms C. Quint	school trainer, training/guidance
Mr F. Schaap	education and ICT

Bilingual education

Mr R. Ouwerkerk	coordinator, tto junior programme coordinator (Global Citizenship)
Mr M. Snel	coordinator IB programme & senior programme
Ms D. Wüst	CLIL coach and trainer

Deans

Mr C. Baker	mavo
Ms N. Jochems	havo
Mr P. Tromp	vwo

Examination Affairs Secretary

Ms M. van Maas-Büthker	examination affairs secretary
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II HLML Dalton location

Ms L. Pennings-de Vet	rector
Mr M. Ran	team leader, 1st and 2nd-year vwo/havo
Ms J. den Ouden	team leader, 3rd, 4th and 5th-year havo
Mr M. Doeleman	team leader, 3rd, 4th and 5th and 6th-year vwo

Coordinators

Ms L. Schlüter	1st and 2nd-year vwo/havo
Mr F. Wilbrink	3rd, 4th and 5th-year havo
Mr J. van Duin	3rd, 4th, 5th and 6th-year vwo
Mr L. Dijkema de Grooth	Topsport Talent
Mr S. Witbraad	student support (care)
Mr J. Mooij	school trainer, training/guidance
Ms S. Arts	Dalton
Mr F. Swaan M.Ed.	school trainer
Mr H. Basekin	education and ICT

Deans

Ms I. van Gelderen	havo
Mr W. van Ham M.Sc.	vwo

Examination Affairs Secretary

Mr H.P. van Burg	Examination Affairs Secretary
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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-Jansen	daily scheduler
Ms M. de Groot	daily scheduler
Mr P. Droog	ict/system administrator

The board of the Haarlemmermeer Lyceum is formed by:
Ms L. Pennings-de Vet, rector, HLML Dalton location
and Mr B. Roth, rector, HLML Bilingual location

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Holidays

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Fall holiday	Saturday 15-10-2022 - Sunday 23-10-2022
Christmas holiday	Saturday 24-12-2022 - Sunday 08-01-2023
Spring holiday	Saturday 25-02-2023 - Sunday 05-03-2023
Good Friday	Not a holiday! (7 April 2023, regular day of classes!)
Easter Monday	Monday 10-04-2023
May holiday*	Saturday 22-04-2023 - Sunday 07-05-2023
Ascension Day	Thursday 18-05-2023 and Friday 19-05-2023 vrij
Whit Monday	Monday 29-05-2023
Summer holiday	Saturday 22-07-2023 - Sunday 03-09-2023

* King's Day (27 April) and Liberation Day (5 May) fall during 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.

STUDY DAYS FOR TEACHING STAFF:
 On teaching staff's study and development days/ parts thereof, students have no classes. These are listed on our website on the annual calendar.

School hours

2022 - 2023

HLML Bilingual

1st	08:15 - 09:00
2nd	09:00 - 09:45
3rd	9:45 - 10:30
break	10:30 - 11:00
4th	11:00 - 11:45
5th	11:45 - 12:30
break	12:30 - 13:00
6th	13:00 - 13:45
7th	13:45 - 14:30
8th	14.:0 - 15:15
break	15:15 - 15:00
9th	15:30 - 16:15
10th	16:15 - 17:00

HLML Dalton

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

Abbreviated lesson schedule both locations

1st	8:15 - 8:45
2nd	8:45 - 9:15
3rd	9:15 - 9:45
break	9:45 - 10:00
4th	10:00 - 10:30
5th	10:30 - 11:00
6th	11:00 - 11:30
break	11:30 - 12:00
7th	12:00 - 12:30
8th	12:30 - 13:00
9th	13:00 - 13:30
10th	13:30 - 14:00



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COMMUNICATION

You can get information from the Haarlemmermeer Lyceum in various ways. All current information can be found on the website. You receive a newsletter a few times each year. This is issued for each location. For distribution, we use the email addresses in Magister. We'll send a letter from the school about any special activities such as excursions or work weeks. We also use the email addresses in Magister to send these. The same goes for invitations to parent evenings or information evenings. These evenings are listed in the annual agenda on the website. The mentor is an important communication link between the school and parents. During the parents' evening at the beginning of the school year, the mentor discusses which communication methods can best be used. In general, email is usually the most suitable method. You can find email addresses for all of the mentors and teachers on the website.

Magister

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)/guardian(s) have access to the grades and absenteeism records. Checking the e-mail address to be used by the parent(s)/guardian(s) is also possible via this access. Parent(s)/guardian(s) of students 18 years and older require the student's permission to be able to access Magister.

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

Magister and Teams both offer a broad electronic learning environment for staff and students. Using Magister and Teams, students and teachers can communicate about school affairs such as homework, assignments and study guides. All digital material associated with the methods used can be downloaded via the 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 telephone hours

Each school day, both locations are open from 7:30 am to 5 pm. The school can be reached by telephone from 7:30 am to 4 pm on +31 (0)23-563 16 44. Press 1 for the HLML Bilingual location or 2 for the HLML Dalton location.

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Parent discussions

At the HLML Dalton, parent discussions are held between parent(s)/guardian(s), the student, the mentor and/or a teacher. These discussions are held in the context of the student's progress at school. Parent(s)/guardian(s) of students 18 years and older can register only if the 18-year-old grants permission for this.

ILP discussions (Individual Learning Plan)

We organise ILP discussions twice annually at HLML Bilingual. In these discussions, students set their own development goals with the help of parent(s)/guardian(s) and the mentor. You can register for these discussions via schoolgesprek.nl. You will be informed of this in due course.

The 24/72 rule

During school days, parents/guardians normally receive responses to requests or questions within 24 hours. Should a substantive response from the school require more time, then the parent/guardian will be informed within 72 hours of the response time.

Parents' Council/Participation Council/Student Council

The school maintains a continuous dialogue with students, parents and staff via the Parents' Council, the Participation Council, the Student Council and various feedback groups. See also: "Parents' Council", "Participation Council", "Student Council"

Website Haarlemmermeer Lyceum

The function of the school's website is primarily to provide information about the school's organisation. There you'll find the leave forms, profile selection forms and a summary of school expenses, among other things. We communicate about activities via social media (Facebook, Instagram and Twitter).



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STRUCTURE OF EDUCATION

At the HLML Bilingual, bridge classes are subdivided into three flows: a havo/mavo-flow, a vwo/havo flow and a separate vwo flow. At the HLML Dalton, we form vwo/havo classes.

At both location, students are placed in a mixed class with a starting level. This starting level is determined by the team leader in consultation with the primary school. At the HLML Dalton, the starting level can be changed after report 1. At the HLML Bilingual, the starting level can be changed after report 2. This is evaluated by the team leader in consultation with the teaching instructors.

At the HLML Bilingual, the starting or inflow level can also be changed at the end of the first year in accordance with the stated criteria. This is discussed in the meeting if the mavo/havo student's average grade at the end of the first year is 7.5 for Dutch, maths and English and an average of 7.5 for the other courses (all cognitive courses except mu, lo, mti 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 HLML Dalton, students can also move up for each course (we call this plucking) and if they take six (bridge class) or seven (2nd class) courses at the vwo level, they can then continue entirely at the vwo level.

Each class has its own mentor who is part of the mentor team for each academic layer. At the HLML Bilingual, mentor lessons are provided by the mentor in the first class. 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 the second year, students have mentor lessons with the emphasis on individual support, determination and professional orientation.

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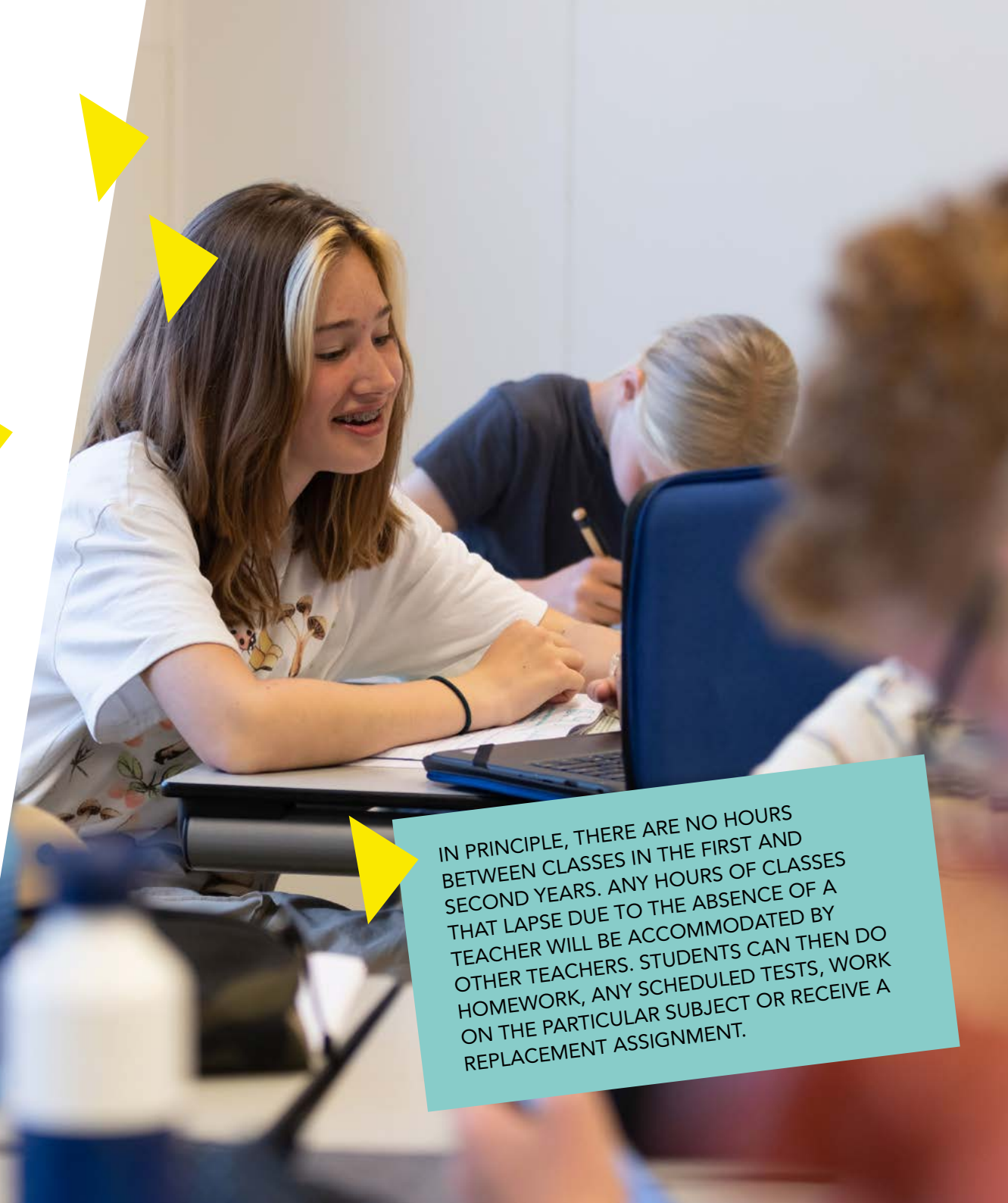


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At the HLML Dalton, students in the first, second and third classes have two mentor lessons - with one lesson emphasising individual support and the other emphasising planning, working with tasks and learning and working at a Dalton school. Based on 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 HLML Bilingual can receive extra support in depth or in breadth during the so-called CAT (Choice Activity Time) hours. Participation in (some) CAT hours can be made mandatory for students. The particular students allocated to each CAT hour are publicised for each CAT hour.



We work with Dalton hours at the HLML Dalton. 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. The Dalton Independent work hours, the Dalton Class hours and the Dalton Studium Excellence hours. During these Dalton Studium Excellence hours, in-depth and in-breadth modules are offered by teachers and students from various courses.



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 HLML Dalton wants every student to learn with enthusiasm and to get the most out of his/her time each day 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 Dalton core values are:

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

II Development as underlying principle

The fact that development is chosen as the starting point is reflected 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 students' engagement with other students and school;
- appreciation for various aspects of the developing personality.

III Daily practice at school

A prepared environment is presumed, i.e., students are encouraged to work independently by the way we organise 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 has a preparatory, helping and supporting role;
- freedom of choice: the responsibility for choosing the learning route to be followed lies primarily with the pupil himself, within the boundaries set by the school. Parent(s)/guardian(s) and teachers have a helping, supporting and advisory role in this.
- the learning situations: considerable variety in didactic working methods: collaboration, group assignments, project teaching, but also frontal classroom teaching.

Class-year layers are not observed during the Dalton hours: students from all classes then sit intermingled. 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 Teacher support and guidance

The teachers help the students make 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 Mentor support and guidance

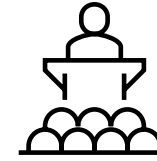
Mentors are the first point of contact for our students. Mentors build trusted relationships with students and are the central point of contact for both students and parents. Mentors monitor the cognitive and social/emotional development of their students. Whenever teachers note bottlenecks in one of these areas, they inform the mentor of this. Mentors provide the mentor lessons for their mentor class. During the first year, the mentor pays considerable attention to the group process so that the class can become a group within which norms, guided by the mentor, are established. In addition, the mentoring lessons in the first and second years pay considerable attention to learning to plan and organise schoolwork.

In the third year, the emphasis is on guiding choices toward an appropriate profile. In all classes, the mentor's support and guidance is primarily focused on individual student support; study progress and results are the point of departure, but talent development is also paramount. Attention is paid in every academic layer to study skills since these require continuous attention. There is a two-year mentorship for the first years, allowing mentors a good view of students' development and the chance to respond adequately.

VI Working at your own level

In Dalton classes, vwo and havo students are intermingled in the first two years. Each student works at his/her own level. In the first and second grades, havo students can move 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. For those students looking for enrichment, Dalton education offers plenty of challenges: for example, pupils can obtain a Dalton pass, which frees up extra time to work on talent development, or they can enrol in our Studium Excellence programme.

In this programme, we offer various topics that both deepen and expand understanding. Examples of this include entrepreneurship, accounting, rhetoric, robotics, photography and animal dissection. Using the Dalton hours, students themselves can increase the effectiveness of their education, get help where needed and find enrichment wherever their interests lie. It's a great opportunity to take classes that are different and challenging in addition to the regular offerings.



Plus document and Dalton certificate

In order to make the broad (talent) development of our pupils visible, also for continuing education, the Plus Document was developed for senior years. 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 have participated during their school careers at the HLML Dalton. 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



TTO stands for "bilingual education" (Dutch: tweetalig onderwijs). We are a NUFFIC-certified tto 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 cherishes this openness as a way of bridging gaps among people from various backgrounds. Tto education is based on three pillars: **language capability, global citizenship and character formation.**

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 the 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. They also learn about such transborder issues as sustainability, scarcity and migration. They also become aware of how things go in their own countries: 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 a 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 their school careers, students develop competences and skills with which they can step out of their "comfort zone" and learn to have confidence in 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 them for the diploma programme of the International baccalaureate.

Tto certificate

The HLML Bilingual is a certified "tto Senior School" for vwo, havo and mavo. 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 cooperate intensively 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.



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Junior School programme

In the Junior programme of the T-vwo, T-havo and T-mavo, many activities are organised with the objective of encouraging the use of English and for improving language levels. "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. Additional attention is paid to many other activities including debate, 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 sit for 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 DIVISION

HLML Bilingual 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: Economics, Care and Welfare, Technology and Agriculture. The profiles are quite similar so that students can also make another choice after the third year if they are not satisfied with their 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. To achieve their mavo diploma, students must sit for exams in at least six courses; if they wish to flow through to the havo after obtaining their diploma, they must take final exams in seven courses.

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. 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)/guardian(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 course of affairs after final exams: continuing education. This way, the school guides and support students in making responsible choices that are important for their future possibilities.

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SCHOOL YEARS VWO 3 AND HAVO 3

HLML Bilingual location
and HLML Dalton 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, the third year is still part of basic education. Didactically, however, there is more connection with the so-called Second Phase (vwo 4 to 6 and havo 4 and 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. In the mentor lessons, the emphasis is on guidance and professional orientation in connection with the choices of profiles and courses for the fourth year.

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 from among the following profiles: Culture & Society (CM), Economics & Society (EM), Nature & Health (NG) or Nature & Technology (NT).

In order to have students make good choices, much attention is paid to the profiles and courses 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 HLML Dalton, vwo 3 students take the Academic Skills course (AcVa). In AcVa, students learn how scientific knowledge comes about, how this is used and how they can determine the reliability of scientific knowledge. They also work practically with research methods, technologies and standards, and the students themselves ultimately do research. These skills are useful for the senior years, but also in daily life and in the future.

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Second phase Haarlemmermeer 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 multiple test weeks. During these test weeks, exam students sit for 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.

On the website, under "PTA & examination regulations", is the so-called "programme of testing 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. Furthermore, students in havo 4 and vwo 5 are given the course of Global Perspectives (HLML Bilingual). At HLML Dalton, senior students are offered the BSM course (Movement, Sports and Society) Vwo 4, 5 and 6 students at HLML Bilingual are offered the subject of Chinese language and culture.

Senior students at the HLML Bilingual are also offered CAT (Choice Activity Time) hours. In these hours, students can get additional support from a subject teacher. Students at the HLML Dalton have 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. During these hours, the students are also offered focused support. Consider, for example, help with maths, a catch-up hour for tests missed in connection with illness, reading skills support, making a selection from our Studium Excellence programme, appointments in the science lab or, indeed, an hour of working in silence.



II Student guidance in vwo/havo senior years

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 discussions are held regularly 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.

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HOW IS GRADING DETERMINED?

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

Grades are reflected to a single decimal point. All classes include columns that can contain extra information. For HLML Bilingual, these are for the courses not given an 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 HLML Dalton, we use organisation (O) and work attitude (W) in the columns with extra information that say something about the student's motivation and organisation.

Advancement guidelines

Current advancement guidelines can be found on our website under "rules and agreements".

Advancement at risk

Students whose advancement is at risk are notified in writing in the fall and/or spring.

Final report

The final report is the advancement report. This report is based on all 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.

Flow-through information and examination results

For information about quality, flow-through information and examination results, please see: 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. Using a quality care system, we safeguard those things that satisfy us and we work on our points of improvement.

Our school plan can be found on our website.

REPORTS

School exams progress:

see Magister throughout the school year

School exams progress:

see Magister throughout the school year

Issuance of SE final summary:

April 2023 (V6, H5, M4)

Final report:

21 July 2023

THE FINAL REPORT CONSTITUTES OFFICIAL EVIDENCE OF THE GRADES ACHIEVED AND SHOULD BE KEPT SAFELY FOR THIS REASON.



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2022-2023 LESSON TABLE

HLML Bilingual classes 1, 2, 3



subj\ dept	BTmavo1/ havo1	BThavo1/ vwo1	BTvwo1	BTmavo2	BTmavo2/ BThavo2	BThavo2	BThavo2/ BTvwo2	BTvwo2	BTmavo3	BThavo3	BTvwo3
ak	3	3	2	2	2	2	2	2	2	2	2
bi	3	2	2	2	2	2	2	2	3	2	
en	5	5	5	4	4	4	4	4	4	4	4
fa	3	3	3	2	2	3	3	3	4	3	3
gs	3	2	2	2	2	2	2	2	2	2	2
bv	2	2	2	2	2	2	2	2	2	2	2
if	1	1	1	1	1	2	2				
chtc		2	2					2			2
lo	3	3	3	3	3	2	2	2	4	2	2
mr	1	1	1	1	1	1	1	1	1	1	1
ne	4	4	4	4	4	4	4	4	4	4	4
the	2	2	2								
wi	4	4	4	4	4	4	4	3	4	4	4
du				3	3	3	3	3	4	3	3
na				2	2	2	2	2	4	3	3
ec				2	2				4	2	2
sk									2	2	2
ckv									2		
cat	6	6	6	6	6	6	6	6	6	6	6
NT2c		2	2			2	2	2			2
NT2d					*3	3	3	3		3	3
NT2f	3	3	3		*2	3	3	3		3	3
NT2n	4	4	4		*4	4	4	4		3	3

BdC T = BILINGUAL

* only for students with a havo start level.

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2022-2023 LESSON TABLE

HLML Bilingual classes 4, 5, 6

Please note: there are several exceptions to the 2022–2023 lesson table:

- mavo 2 has one hour lessons of maths
- havo 4 has one hour less of maths B
- havo 5 has one hour less of chemistry
- havo 3 and vwo 3 you have one hour more of Dutch



subj\dept	BMavo4	BTMavo4	BHavo4	BTHavo4	BTVwo4	BHavo5	BTHavo5	BVwo5	BTVwo5	BVwo6	BTVwo6
ak	4	4	3	3	2	3	3	3	3	3	3
bi	4	4									
en	4	5			4						
fa	4	4									
gs	4	4									
lo	2	2	2	2	2	1	1	2*	2	1*	1
mr	1	1	1	1	1	1	1	1	1	1	1
ne	4	4									
wi	4	4									
du	4	4									
ec	4	4									
biol			4	4	3	4	4	3	3	3	3
ckv			2	2	2						
dutl			4	4	3	4	4	3	3	3	3
econ			4	4	3	4	4	3	3	3	3
enib				5			5		5		4/5
entl			3			3		3		3	
fatl			4	4	3	4	4	3	3	3	3
chtc					3			3	3	3	3
ges			3	3	3	3	3	3	3	3	3
kua			1	1	1	2	2	1	1	2	2
kubv	4	4	2	2	2	2	2	2	2	2	2
kudr			2	2	2	2	2	2	2	2	2
be			3	3	2	3	3	3	3	3	3
nat			4	4	3	4	4	3	3	3	3
netl			4	4	3	4	4	3	3	3	3
schk			3	3	3	3	3	3	3	3	3
wisa			3	3	3	3	3	3	3	3	3
wisb			3	3	3	4	4	4	4	4	4
wisd					2			2	2	2	2
gp			2	2				2	2		
maat						2	2			2*	2
nsk1	4	4									
nsk2	4	4									
ma	2	2									
cat	6	6	6	6	6	6	6	6	6	6	6

* The working language for lo and maat is English.

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2022-2023 LESSON TABLE

HLML Dalton classes 1, 2, 3

Z = ZUIDRAND, H = HAVO, V = VWO

HLML Dalton classes 4, 5, 6

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
assistance hour	1*	1*		

	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	4	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	2*
maat			2		2

* 1st half year.

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

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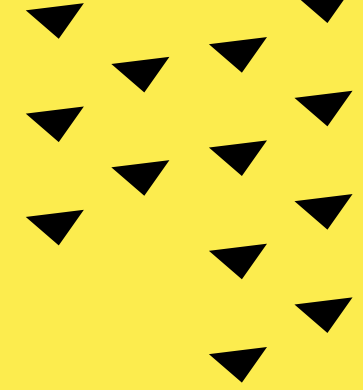
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Abbreviations Courses



AcVa	academic skills
ak	geography
be	business economics
bi	biology
biol	biology
bsm	movement, sports and society
bv	visual education
cat	choice activity time
chtc	Chinese language and culture
ckv	cultural and artistic education
dal	Dalton hour
du	German
du1	German language and literature
ec	economics
econ	economics
en	English
enib	English for TTO students
entl	English language and literature
fa	French
fatl	French language and literature
ges	history
gs	history
gp	Global Perspectives
if	computer science
kua	general art (theory with kubv or kudr)

kubv	visual arts education (practice)
kudr	dramatic arts (practice)
lo	physical education
ls	Language skills
ma	sociology
maat	sociology
mr	mentor hour
mre	extra mentor hour (for individual discussions)
mti	media, technology & ICT
mu	music
na	physics
nat	physics
ne	Dutch
netl	Dutch language and literature
nsk1	physics for mavo
nsk2	chemistry for mavo
schk	chemistry
sk	chemistry
the	theatre (drama)
wi	maths
wisa	maths A
wisb	maths B
wisc	maths C
wisd	maths D

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STUDENT GUIDANCE AND SUPPORT



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 security 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)/guardian(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)/guardian(s). The subject teachers inform the mentor. Mentors are responsible for the group process in their classes so that a pleasant environment arises for everyone. Mentors are involved as much as possible in the organisation of excursions, work weeks and cultural activities.

III Student support (care)

The Haarlemmermeer Lyceum has two coordinators for student support, namely Mr M. Boermans at HLML Bilingual and Mr S. Witbraad at HLML Dalton. They direct student support in the school, which is provided by teachers, mentors, the appropriate education counsellors and School 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 Social Work, in addition to the pupil support coordinators. In the context of Appropriate Education, the Haarlemmermeer Lyceum offers bespoke services to students with 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. For further information about appropriate education, please see the school support plan (SOP) on our website.

Dyslexia

We take students with a dyslexia indication into account in several ways, e.g., by offering extra time for tests. Our dyslexia policy (see website) focuses on having dyslexic students learn to deal with their dyslexia in a good way. We opt for this because this not only prepares dyslexic students for their final exams as well as possible, but also for their further (school) careers. If a pupil risks getting stuck in his/her educational development, they can get support from the dyslexia coach.



Training

Various training courses are offered twice each year. Small groups of students can participate in this. 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 worker 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 absenteeism will be called up by the GGD school physician on behalf 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 offer 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 reaching the final term (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)/guardian(s) shall 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 home-schooling, 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.
- Guidance is offered according to deadlines agreed beforehand and is therefore always temporary. For educational support questions beyond this context, the Haarlemmermeer Lyceum provides 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 use 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 borrowed items, the school pass must be handed in as a deposit at the desk where the staff member lends 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, additional holiday leave is permitted only if the specific nature of the profession of one of the parent(s)/guardian(s) allows for holidays only on days outside the school holidays and an employer's statement is submitted showing that no holidays within the regular school holidays are possible. This extra leave may:

- be granted once each year,
- be of a duration of no longer than 10 school days,
- not take place during the first two weeks of lessons 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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Rules

via the Haarlemmermeer compulsory education office

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

- 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
- because of your profession, 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 OBTAIN EXTRA LEAVE:

- visiting family abroad;
- a holiday during a discounted time 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 a child because other children in the family are already free;
- spreading of holidays;
- traveling together;
- a period of parental leave, making use of a life-course savings scheme.



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SCHOOL RULES

School rules are necessary for a secure school environment. All students shall comply with our school rules and all staff will supervise compliance with these rules.

1 General rules

- Students must behave correctly towards all staff members and towards each other. The instructions of all employees must be followed.
- Students are expected to take note of the announcements intended for them, which are announced via Teams, Magister or by e-mail/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 the 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 things prior to the physical education lesson. 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. Use of this equipment is indeed permitted in the hallways, the auditorium and outside grounds as long as this 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).
- 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.



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- 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. Jackets, caps, scarves and hats must be picked up.
- We don't leave bags lying in hallways or study areas.
- 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)/guardian(s) prior to the physical education lesson.
You may receive a replacement assignment.
- There are clothing guidelines for physical education classes. You will wear athletic shorts or leggings and a T-shirt. The shirt covers at least your belly, back, chest and shoulders. Shorts must cover the upper thighs. For outdoor sports, wear extra clothing if the weather so dictates (e.g. long pants, sweater, rain clothing).
- Keep the neighbourhood tidy and throw empty cans and other trash into the bins. Cause no nuisance in the neighbourhood otherwise and don't hang around near homes or in the shopping centre.
- The possession and/or use of weapons is forbidden at school and on school grounds and in the immediate surroundings or during school activities including school evenings, work weeks or excursions.
- During school activities, the use and or possession of alcohol and/or drugs by students is not permitted. (Additional information can be found at item 8 Alcohol and drugs policy).
- Possessing or setting off fireworks is forbidden at school and in the immediate surroundings
- The police will be called in in the event of criminal offences. Criminal offences are all activities and behaviours which, on the basis of any Dutch legal provision, are considered to be crimes or misdemeanours. This applies to fighting, theft, intimidation, the possession of weapons and/or drugs, etc., for example.
- Bicycles may be stored only in the designated places on school grounds. Bicycles may be pushed up the ramp only by hand (HLML Bilingual).
- Bicycles are not to be placed in front of emergency doors.
- Smoking is not permitted at school or on school grounds.
- Students are forbidden to remain in the stairwell to the bicycle deck (HLML Bilingual).
- For security purposes, (random) checks can take place of lockers, bags and jackets, bicycle 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 lot in front is also part of the school grounds (HLML Dalton).



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3 If you are sent out of class, 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)/guardian(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 attend classes for one day, but must be present at school from 7:30 AM to 4:30 PM.

4 If you are too late, then:

- At HLML Bilingual, you go directly to the classroom where you are to attend class at that moment. The teacher notes in Magister that you came in late. At HLML Dalton, you report to the front desk. You report to school the next day at 7:30 AM, even if you have no class during the first hour. Your parent(s)/guardian(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)/guardian(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 that you report this before 9 am by telephone (023-5631644) or by email (info@haarlemmermeerlyceum.nl). 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.
- At HLML Dalton, sick leave can be reported via Magister: if you report your child sick via Magister, you can do so using the parent account of the first parent via Magister 6 on our website or via the Magister App.
- Once your child has recovered, then your child submits a note from the parent(s)/guardian(s) to the reception desk, indicating how long the child was sick. Visits to the doctor, dentist, physiotherapist, orthodontist, etc. can also be arranged by telephone or email. You must notify the school of the visit at least one day beforehand.

6 Going home sick during the school day

- Your child reports himself/herself ill at the reception desk. The reception desk employee calls the parent(s)/guardian(s) to check for permission to send the sick student home. In the event of absence on the part of the parent(s)/guardian(s), the school will make a 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.

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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 Alcohol and drugs policy

- During school activities, the use and or possession of alcohol and/or drugs by students is not permitted. In the event of suspected use, a breathalyser and/or drug test may be administered. Any student who breaks the rules concerning alcohol and/or drugs during activities organised at or by the Haarlemmermeer Lyceum will be immediately denied access to the grounds; the student will be suspended. Parent(s)/guardian(s) will always be notified of this. Students who break the rules concerning alcohol and/or drugs during activities organised externally by the Haarlemmermeer Lyceum (E.g. work weeks, excursions, etc.). will, in principle, be immediately excluded from further participation in the activity. Parent(s)/guardian(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/guardians and the student, further substantiation/determination of the penalty will take place. Passing on drugs, for payment or otherwise, results in definitive expulsion from school.

9 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.

10 Suspension and expulsion

- If a student does not comply with the agreements made at school, or if there is otherwise serious undesirable and/or transgressive behaviour, then school management can elect to remove the student from class, suspend the student and/or expel the student permanently from school. Parent(s)/guardian(s) will be notified of this. Removing from class means that you will be denied access to the lessons or to the school for the remainder 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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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 HLML Bilingual, students can receive extra support during CAT hours (choice activity time). Students can register for a CAT hour via Magister. After registration, the student's participation in the CAT hour is mandatory. Each day, one Dalton hour is scheduled at HLML Dalton. Students themselves choose the Dalton hour for which they register via Magister. Dalton hours are mandatory for all students at HLML Dalton.



Examination regulations

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 truancy is once again noted, the student will receive a letter stating that he/she loses the right to a re-sit if he/she skips school again. If a third case of truancy is noted, the right to a re-sit lapses. 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 prolonged absence, students must submit an explanation 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 instructions to do so from school management.

Student charter

A students' charter exists. The Students' Charter is available to all students and staff on the school's website. All of our students' rights and obligations are recorded in the Students' Charter.

Insurance coverage

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 also often involved; this means that basic and supplemental healthcare from the parent(s)/guardian(s) takes 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. Please see the policy for the specifically insured amounts. As far as medical expenses are concerned, the health insurance of the parent(s)/guardian(s) takes precedence and any remaining non-reimbursed portion can be claimed from the travel policy. For more information, please contact the Haarlemmermeer Lyceum.

Cancellation insurance

The school has not concluded any collective cancellation insurance policy for school trips. We recommend that parents/guardians themselves take out a cancellation insurance policy. If a student cancels his/her travel, the school pays no restitution.



Haarlemmermeer Lyceum's 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 suffers damage as a result of an error made by (the staff of) Dunamare and/or the Haarlemmermeer Lyceum.

Here, the word "secondary" means that damages must first be claimed via the parent(s)/guardian(s)' own liability insurance policy. Parent(s)/guardian(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)/guardian(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 a school pass or if the school pass is stolen, the pass holder must report this immediately to the school desk.

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. Wearing or hanging up coats, caps, scarves or hats in the classroom is not permitted. These are to be stored in lockers or in the students' bags. The school presumes that students will maintain the rented lockers 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 2022-2023 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

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 a "Canteen Scan" and reports the results to management.



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Participation Council

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. In this way they are involved in the school's policy implementation. 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. For the composition of the participation council, we strive toward proportional representation between HLML Dalton and HLML Bilingual. 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 opts for an active, critical, yet constructive approach to strive jointly toward the best possible functioning of the school. Not only are topics submitted by school management discussed, but the Participation Council also contributes topics itself (right of initiative). The Participation Council meets with school management eight times each school year about agenda items established - beforehand – by the chairperson and amanuensis. Pre-consultation is held with the school management about these topics.

Participation Council meetings are public.

The reports (minutes) of these meetings are also public.

Authority of the Participation Council

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. This group of schools also has a participation counsel: the joint participation Council (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

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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)/guardian(s) on the one hand and school management on the other. It has the function of signalling and advisory toward the school management. Approximately 10 parents are included in the Parents' Council.

The Parents' Council is also a body that organises all sorts of activities. This is made financially possible by the voluntary Parents' Council contribution of €12.50 per child, paid by the parent(s)/guardian(s).

What exactly 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 time of Sinterklaas (Saint Nicholas). Each child gets something sweet, in line with the tradition.
- 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 an alcohol-free cocktail upon arrival.
- 3 Around Easter we have "sandwich day". Very early on that day some 2000 (!) loaves of bread are baked.
- 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 the students pick up their grades after getting exam results, we stand by, ready with a snack and a drink. This is to support the students in their joy or in their sorrow.
- 6 During the last weeks of school, the Parents' Council offers all students ice cream.
- 7 We are also ready with fruit, drinks and moral support during sports days for first-year students.
- 8 At the final party, we offer the students a comedy act.



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.

Via the school's official social media channels (Facebook and Instagram), you are kept informed of all current activities of the Parents' Council, often accompanied by photos. Help is often needed for these activities, of course. If you wish to register to be put on a no-obligation list of helping parents, please do so by sending an email to the Parents' Council at ouderraad@haarlemmermeerlyceum.nl. The Parents' Council and the activities are great opportunities to see school life up close.

Annual thematic evening for parents

In addition to the activities for students, we also organise a general thematic 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. This year, the thematic evening will be held on Thursday, 10 November 2022.

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SCHOOL EXPENSES

The Haarlemmermeer Lyceum has a voluntary parent contribution of € 61. The school does need the parental contribution in order to be able to hold all of the (extracurricular) school activities. This concerns activities for which the school is not compensated by the Ministry of Education, Culture and Science.

In addition to the voluntary parents' contribution and the voluntary contribution to the Parents' Council, all TTO students pay a voluntary TTO contribution. An appropriate solution is always possible for those parents who are unable to pay these contributions. More about this can be found on the website under "Financial support". Should you nonetheless be unable to pay the contribution, we will not exclude students from the particular activities. The school choose not to conduct an activity if financing is insufficient.

The amount of €61 is intended for:

- CJP card + culture programme
- various (extracurricular) school activities
- photocopying costs
- solidarity supplement (€ 2.00)



The voluntary parents' contribution and other contributions associated with the school (e.g. school trips) are charged via WIS Collect. We publicise a "summary of expected costs" on the website at the end of the school year, which includes the amounts for parent and school contributions, and, e.g., the costs for a work week.

In addition to the voluntary parents' contribution and the voluntary school contribution, all TTO students pay a voluntary TTO contribution. This contribution funds the organisation of extra lessons and activities (including Immersion Camp in class 1). A separate voluntary contribution is requested for school trips. For the 2022-2023 school year, the amount is set to €300 for each class year of vwo, havo mavo. With this, the school funds extra classes, various internationally-oriented activities, excursions and extra teaching materials such as handouts, books for the special tto library, digital teaching methods and other educational materials. The costs do not include travel and apply to both junior and senior students. If you are unable to pay the contribution, please contact the Rector, Mr B. Roth.

TOPSPORT TALENT STUDENTS PAY A VOLUNTARY CONTRIBUTION OF €130; PROSPECTS PAY A VOLUNTARY CONTRIBUTION OF €50. THIS AMOUNT PAYS FOR SOME OF THE HOURS OF THE TOPSPORT COORDINATORS, AMONG OTHER THINGS.

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Other costs

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

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 parent(s)/guardian(s) receive an email. You don't need an account for this and can make the payment via a direct link (IDEAL).

Student council and feedback groups

At our Lyceum, we are convinced that contacts among students, parents/guardians and the school are essential. For this reason, we organise extra moments at which we can discuss things with each other in an informal way. These conversations take place in the student feedback groups and the parent feedback groups and elsewhere. During these meetings, the daily course of affairs at the school is discussed, along with projects and how we deal with each other at our Lyceum. The groups are supervised by the school management and the coordinator.



School books

Free school books

The Haarlemmermeer Lyceum is itself the owner of the school 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. Via the ordering site www.vandijk.nl, you can also order 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. Haarlemmermeer Lyceum transfers the student's care to another institution (Nova College) but the student remains enrolled at the Haarlemmermeer Lyceum. Further information about the school's guidelines and procedures for requesting an outsourcing agreement can be obtained from team leaders, coordinators and deans.

The library

Library subscriptions are free to all students up to and including 17 years of age. If you are a member of the library, you receive a personal borrowing card. Every student can also borrow e-books via the website and use Pressreader, with an availability of more than 5000 newspapers and magazines. Use of the library is subject to the Haarlemmermeer Library's lending conditions and regulations.

FOR MORE INFORMATION, SEE WWW.DEBIBLIOTHEEKHAARLEMMERMEER.NL OR CHECK WITH THE LIBRARY. THE LIBRARY CAN ALSO BE REACHED VIA AN ACCESS DOOR AT THE HLML BILINGUAL LOCATION.

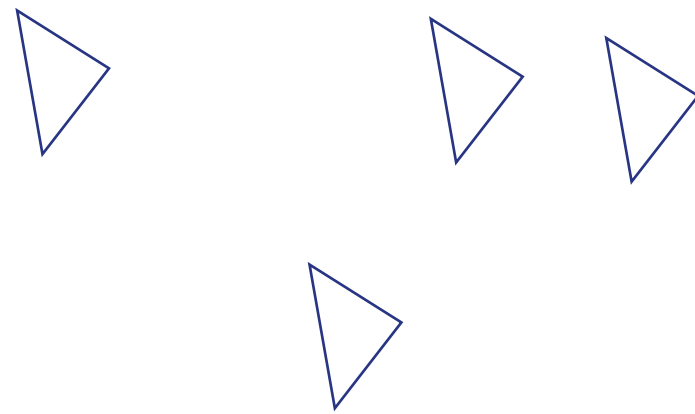


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Privacy/Portrait rights and GDPR

At the Haarlemmermeer Lyceum, we treat the privacy of our students 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 securely and access to it 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.

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 treat these photos and videos with great care. We post no image material that could harm students and, in principle, we do not include students' names with photos and videos. In view of privacy legislation, we are required to ask the parent(s)/guardian(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)/guardian(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.

THE PRIVACY REGULATION ON OUR WEBSITE DESCRIBES HOW THE SCHOOL DEALS WITH ITS STUDENT INFORMATION AND THE RIGHTS OF PARENTS(S)/GUARDIAN(S) AND STUDENTS. NATURALLY, YOU CAN ALSO APPROACH THE MANAGEMENT WITH ANY QUESTIONS YOU MAY HAVE.



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QUESTIONS, CONCERNS, COMPLAINTS, TIPS?

Naturally, we would hope that everything runs smoothly at our school. But despite our efforts, you may sometimes still run into a problem. 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. Approached us about this – preferably, as soon as you can. The following offices are available for this:

To whom and how should you as parent(s)/guardian(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's 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)/guardian(s) and for students.

AT THE HLML BILINGUAL LOCATION, THESE ARE:

Ms L. van Dam-de Boer and
Ms W. van Hal.

You can always make an appointment via:
l.vandam@haarlemmermeerlyceum.nl
w.vanhal@haarlemmermeerlyceum.nl

AT THE HLML DALTON LOCATION, THESE ARE:

Ms M. Nieveld and
Mr L. Dijkema de Grooth,
m.nieveld@haarlemmermeerlyceum.nl
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 HLML Bilingual location and Ms L. Pennings-de Vet, rector at the HLML Dalton location. You can reach them via email or by telephone.

- 5 If you have a complaint about the management, please contact the board of the Dunamare Onderwijsgroep Foundation, 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 by the external ombudsman at GGD Kennemerland, **T 023 789 17 77**.
- 8 If you have a persistent problem or concern and believe that the school is not responding sufficiently, then you can also contact the school's Participation Council via mr@haarlemmermeerlyceum.nl

Where can students go with their questions, concerns and complaints?

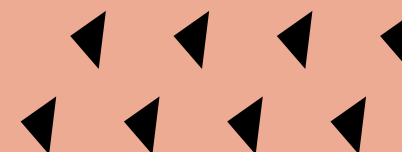
Students can in any case contact the aforementioned staff and bodies. Senior students with a complaint about the (school) exam can file a complaint with the examination board. This can be done via our secretaries for examination affairs Ms M. van Maas-Büthker at the HLML Bilingual location or Mr H.P. van Burg at the HLML Dalton location.

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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.

Questions about education

0800 8051 (gratis).

SUBMITTING COMPLAINTS ABOUT SEXUAL INTIMIDATION, SEXUAL ABUSE, SERIOUS PSYCHIC OR PHYSICAL VIOLENCE: REPORTING CENTRE CONFIDENTIAL INSPECTORS (DUTCH: MELDPUNT VERTROUWENSINSPECTEURS) 0900 111 31 11 (LOCAL RATES).

Inspectorate

Education Inspectorate

info@owinsp.nl | www.onderwijsinspectie.nl



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HLML DALTON

Location for vwo, havo
Nieuwe Molenaarslaan 20
2134 AS Hoofddorp
T 023 - 56 31 644
E info@haarlemmermeerlyceum.nl



HLML BILINGUAL

Location for vwo, havo, mavo
Baron de Coubertinlaan 2
2134 CG Hoofddorp
T 023 - 56 31 644
E info@haarlemmermeerlyceum.nl

