

HLML

lyceum guide



Haarlemmermeer Lyceum

BILINGUAL

VWO-HAVO-MAVO campus



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**BILINGUAL
EDUCATION (TTO)**



**TOPSPORT
TALENT SCHOOL**



**LANGUAGE CERTIFICATES:
CHI / FR / EN**



**CREATIVE ARTS,
MUSIC, DRAMA**



**INTERNATIONALISATION
AND CULTURE**



**RHETORIC /
DEBATING**



**SAFE LEARNING
ENVIRONMENT**

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Welcome to Haarlemmermeer Lyceum Bilingual

With this Lyceum Guide, we aim to inform you – the student – and you – the parent or carer – about daily life at Haarlemmermeer Lyceum Bilingual, as well as other important matters relating to our school.

This guide has been approved by the Participation Council (MR) and will not, in principle, be amended during the school year.

The most up-to-date information, including the annual calendar, is available on our website:
www.haarlemmermeerlyceum.nl

This Lyceum Guide is also available online.
Do you have any questions or comments?
Please feel free to email us at:
infotweetalig@haarlemmermeerlyceum.nl

We look forward to welcoming you at
Haarlemmermeer Lyceum Bilingual!

Ms Brenda A. Stam
Principal Haarlemmermeer Lyceum Bilingual



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1

Two Schools, One Haarlemmermeer Lyceum

Haarlemmermeer Lyceum is a modern public secondary school located in the Floriande district in the municipality of Haarlemmermeer. It is the only lyceum in the area and comprises two schools: Haarlemmermeer Lyceum Dalton and Haarlemmermeer Lyceum Bilingual.

Each school has a distinct educational philosophy. Haarlemmermeer Lyceum Bilingual offers bilingual education at MAVO, HAVO and VWO levels. Haarlemmermeer Lyceum Dalton offers Dalton education at HAVO and VWO levels. Together, we are officially recognised as a Topsport Talent School. We warmly welcome student-athletes with either a recognised Talent Status or Prospect Status and offer them a tailor-made timetable, allowing them to pursue both their academic and sporting ambitions. Haarlemmermeer Lyceum is part of the **Dunamare Onderwijs** foundation. Although the two schools operate independently, they work closely together where possible.

At Haarlemmermeer Lyceum, we place great emphasis on three key values:

- a strong learning environment
- personal development
- a friendly, open school atmosphere with clear rules

1.1 Mission

Haarlemmermeer Lyceum Bilingual prepares students for **global citizenship**.

We provide a strong foundation of academic knowledge while offering space for personal growth and the development of advanced language skills.

Our challenging and international learning environment allows both students and staff to flourish. Students learn to communicate effectively at an international level, push boundaries, and adopt an open and constructively critical perspective on the world.

These goals align perfectly with the strategic direction of Dunamare Onderwijs.

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1.2 Vision

Haarlemmermeer Lyceum Bilingual is a school where students and staff from more than 40 nationalities come together daily to learn and grow. We are proud to be a diverse community – a microcosm of society.

We are an internationally oriented school offering education at VWO, HAVO and MAVO levels. At our school, we learn from one another through listening, opening up to different perspectives, and pushing our boundaries.

We equip our students with the tools, competencies, and skills to navigate today’s world. Ours is a school built on mutual respect, where everyone is free to be themselves. The world is our living room.

Global citizenship is essential for success in an intercultural society. It calls for individuals with excellent English proficiency, who are open-minded, inquisitive, enterprising and constructively critical.

We are a vibrant, energetic school with ample room for initiative. Both students and teachers learn by doing. We always see opportunities and embrace new ideas: Never a dull moment at Haarlemmermeer Lyceum Bilingual!

This unique spirit is what defines the Tweektalig (Bilingual) location today: a dynamic and forward-thinking school with dedicated staff who believe in global citizenship and multilingualism as the best foundation for the future.

1.3 Governing Authority

Haarlemmermeer Lyceum is part of Dunamare Onderwijs. Read more about Dunamare Onderwijs [HERE](#).

DUNAMARE CONTACT DETAILS

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2

Our Education

2.1 Educational Programme

TTO stands for bilingual education. We are a certified bilingual school by NUFFIC, the Dutch organisation for internationalisation in education. This means we are authorised to offer both Dutch and English-medium education. Bilingual education helps students open themselves up to other cultures, customs and religions—both close to home and abroad. This openness is part of our school culture.

We value this openness as a way to build bridges between people from different backgrounds. Our bilingual education is based on three pillars: language proficiency, global citizenship, and personal development. We are also recognised as a Topsport Talentschool.

Topsport Talentscholen fall under the Expertise Centre for Education and Top Sport (EVOT), which works closely with NOCNSF. Athletes recognised by NOCNSF as talented receive personalised education within regular classes at our school.

Haarlemmermeer Lyceum Tweetalig is a medium-sized school with around 1,100 students. Based on our educational philosophy, first-year classes have a maximum of 28 pupils. For all other years, the class size is limited to 30. NT2 groups (Dutch as a second language) are kept to a maximum of 25 students.

LANGUAGE PROFICIENCY

As students sit their final exams in Dutch, the subject Dutch remains one of the two core language pillars of our bilingual school. Both students and teachers face the challenging task of maintaining a high level of Dutch while also mastering the second language pillar—English—without one undermining the other. This linguistic balancing act makes our students highly proficient in languages. Throughout their school career, students receive an above-average number of lessons in English, especially in the lower years. As a result, they attain a high level of English proficiency. They can use the language not only in the classroom but also in various international and intercultural contexts, regardless of the topic. This makes them interdisciplinary language users. In English-taught subject lessons, we use authentic English-language materials and multimedia tools.

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For most modern foreign languages, we apply the principle of “target language as the language of instruction.” VWO students also take Chinese language and culture, where, due to its complexity, this principle is not always feasible. A key strength of bilingual education is that students learn English without being explicitly aware they are doing so. Since learning a language at such a high level requires context, this pillar is closely tied to global citizenship.

GLOBAL CITIZENSHIP

Our students develop an open-minded, global perspective. They gain knowledge of traditions, customs, and political realities elsewhere, as well as cross-border issues such as sustainability, scarcity, and migration. They also learn how things function in their own country, studying Dutch democracy from regional, national and international viewpoints. They acquire specific skills such as debating, negotiating, public speaking, and persuasive writing—all within an international context. We achieve this by bringing the international world into the classroom, but also by sending our students out into the world. This pillar is closely linked to personal development.

All students take part in our comprehensive Global Citizenship programme throughout both lower and upper secondary. In the lower years, students go on multi-day study trips. In the upper years, they may participate in an exchange trip. Additionally, VWO students have the opportunity to travel to Asia.

The goal of our Global Citizenship programme is to encourage students to push their own boundaries and to interact with people from other cultures, using English as the common language. This helps them recognise and embrace global diversity while learning to navigate it without losing sight of themselves or others. Throughout the year, students engage in in-depth and enrichment assignments that shape their international school experience.

2.2 NT2 for Multilingual Learners

We offer an NT2 (Dutch as a Second Language) programme for multilingual learners. From Year 1 onwards, NT2 students take both English-medium lessons and specific Dutch language lessons. The focus is on developing Dutch language skills. This gives students—some of whom may only live in the Netherlands for a few years—the opportunity to acquire sufficient Dutch to obtain a HAVO or VWO diploma.

Read more about our internationally oriented curriculum [HERE](#).

2.3 Years 1, 2, and 3

HAVO and VWO – Years 1, 2, and 3

The Junior Programme for bilingual HAVO and VWO includes activities aimed at encouraging and improving English language use. In Year 1, the “Immersion Camp” takes place, where students are immersed in English whereas non-native Dutch speakers are immerse in the Dutch language and culture. A key goal of this camp is to help students get to know each other and their mentor.

In Year 2, a study trip to Normandy is organised. In addition to cultural enrichment, the trip focuses on group bonding and personal development.

Year 3 is a preparatory year. Foundational education is complete in many subjects, and the “Second Phase” (VWO Years 4–6 and HAVO Years 4–5) begins in Year 4. Year 3 concludes this foundation. Pedagogically, it still belongs to the lower years, but didactically it aligns more with the Second Phase. Mentor lessons in this year focus on guidance and career orientation related to choosing a study profile and subjects. At the end of Year 3, students choose a profile and subject package. Both HAVO and VWO students choose from four profiles: Culture & Society (CM), Economics & Society (EM), Nature & Health (NG), and Nature & Technology (NT).

To support this decision, we give extra attention to Second Phase subjects. In the second term, we organise a project on profile choice: students research a profile in groups and present it to their peers. Upper-year students share their own experiences with the selection process. In January, the preliminary profile choice and subject

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teachers’ recommendations appear in Magister. Based on these, along with report grades, a final decision is made in the third term.

MAVO – Years 1 and 2

The Junior Programme for bilingual MAVO also includes activities to enhance English language skills. Year 1 begins with the “Immersion Camp,” where students are immersed in English and get to know each other and their mentor. After Year 1, MAVO students move on to Year 2. In Year 2, students continue the same subjects from Year 1 and add German, economics, and physics. They also go on a trip to Normandy. At the end of Year 2, students choose from four profiles: Economics, Care & Welfare, Technology, and Agriculture.



2.4 Years 3–4 MAVO, 4–5 HAVO, and 4–6 VWO

SENIOR SCHOOL – HAVO and VWO

From Year 4 onwards, HAVO and VWO students enter the Senior Programme of bilingual education. Several subjects are taught in English, including Global Citizenship, Global Perspectives, CKV (Cultural and Artistic Education), PE, and social studies. Students also take the integrated English/IB-English subject. IB stands for International Baccalaureate. Ultimately, students can earn two English qualifications: the standard Dutch exam diploma and the IB-English diploma (in HAVO-5 or VWO-6). Students enrolled in IB-English also write their Extended Essay in English.

The IB-English Certificate is internationally recognised and offers advantages later in life. The subject takes an academic approach to analysing how texts—both literary and modern (e.g. multimedia)—influence us. Topics include propaganda, gender and ethnic stereotypes, and critical perspectives on mass media. Upper-year HAVO and VWO students can also earn the Cambridge certificate at FCE (First Certificate in English, also known as B2 First) or CAE (Cambridge Advanced English) level. Students studying French can earn the DELF certificate, and those taking Chinese can earn the HSK certificate. After completing the entire bilingual programme, students receive a school certificate for bilingual education. Activities such as MUN (Model United Nations) and international exchange trips are also part of the curriculum.

SENIOR SCHOOL – MAVO

In Year 3, MAVO students complete the PTA (Assessment and Completion Programme) for English. This allows them to follow the English PTA at HAVO level in Year 4 and potentially take their final exam in English at that level. However, students may also opt to take the English exam at MAVO level.

In Year 4, MAVO students also take the Cambridge FCE Exam (B2 First). Those who pass receive an internationally recognised certificate demonstrating B2-level English proficiency, which is the level typically reached by VWO students. We aim for all MAVO students to take part in the exchange programme in Year 3. Upon graduation, all students receive a bilingual education certificate.



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Years 3–4 MAVO

These years focus on the final exams. CKV is concluded with a school exam (SE) at the end of Year 3. SE grades carry over into Year 4, if the student takes that subject as part of their final exams. The full assessment programme is outlined in the PTA.

During mentor lessons in Year 3, students receive guidance on selecting their final exam subject package. To earn a MAVO diploma, students must take exams in at least six subjects. Those wishing to progress to HAVO must take seven exams.

In addition to regular tests, there are periods of school exams. The average result of all school exams accounts for half the final grade; the other half is determined by the national final exam. For social studies, there is no national exam, but the final mark counts toward graduation. PE and CKV must be passed. The Extended Essay must be graded at least “sufficient” in order to qualify for final exams.

The careers advisor (decaan) plays a key role in the selection process. They guide the decision-making, provide information to students and parents, coordinate open day visits, and advise on profiles, subject choices, and progression to MBO. The decaan also supports mentors during guidance lessons and provides information about options after graduation, helping students make informed decisions important to their future.



2.5 The Second Phase (VWO 4–6 and HAVO 4–5)

At Haarlemmermeer Lyceum, HAVO Years 4–5 and VWO Years 4–6 are treated as a single phase. During this phase, students are continuously working toward final exams. These culminate in the national exam in HAVO Year 5 and VWO Year 6.

The school year includes several exam weeks, during which students sit both regular and school exams. At the start of VWO-4 and HAVO-4, students receive general information about the Second Phase. [Here](#) under the heading ‘PTA & Exam Regulations’ you will find the PTA (Assessment and Completion Programme) and the exam regulations, which outline the requirements for the coming two (HAVO) or three (VWO) years. As part of our international orientation and the pillar of global citizenship, HAVO-4 and VWO-4 students take Global Citizenship alongside CKV. VWO-5 students also take Global Perspectives.

2.6 Admissions Criteria

Admissions is based on the recommendation from primary school. To be placed at Haarlemmermeer Lyceum Treetalig, a student must receive a recommendation for MAVO, HAVO, or VWO from their primary school. In the Haarlemmermeer region, a lottery system applies when applications exceed available places at one or more secondary schools. You can read more about the application procedure for our school [HIER](#)



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2.7 TIMETABLE OVERVIEW 2025–2026, YEARS 1, 2, AND 3

afd	BMH1	BHVn1	BHV1	BV1	BM2	BH2	BHVn2	BV2	BM3	BH3	BHn3	BVn3	BV3
vak	32	34	33	33	37	36	36	35	51	37	38	38	39
ak	2	2	2	2	2	2	2	2	2	2	2	2	2
bi	2	2	2	2	2	2	2	2	3	2	2	2	2
bv	1	1	1	1	2	2	2	2		2	2	2	2
cat	1.5	1.5	1.5	1.5	2	2	2	2	2	2	2	2	2
chtc			2	2				2					2
ckv									2				
du					3	3	1	3	4	3			3
ec					2				4	2	2	2	2
en	4	4	4	4	4	4	4	4	4	4	4	4	4
fa	2		2	2	2	3	1	2	4	3			3
gs	3	2	2	2	2	2	2	2	2	2	2	2	2
inft	1	1	1	1	1	1			3				
kubv									2				
lo	4	4	4	4	4	3	4	3	2	2	2	2	2
lo2									3				
mr	1,5	1,5	1,5	1,5	1	1	1	1	1	1	1	1	1
na					2	2	2	2		3	3	3	3
nat													
ne	4		4	4	4	4		4	4	3			3
nsk1									3				
nsk2									2				
nt2		9					9				10	10	
sk										2	2	2	2
the	1	1	1	1	1	1	1	1					
wi	4	4	4	4	3	4	3	3	4	4	4	4	4
rek	1	1	1	1									

- Dutch-taught subjects
- English-taught subjects
- Language may vary depending on the subject
- 1.5

CAT in Year 1: one lesson per week in the first half of the school year, two lessons per week in the second half

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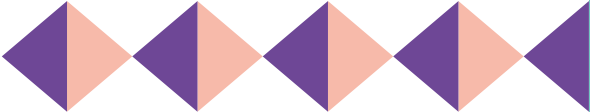
2.7 TIMETABLE OVERVIEW 2025–2026, Years 4, 5, and 6

afd	BM4	BH4	BV4	BH5	BV5	BV6
vak	63	65	63	62	64	65
ak	4	3	3	3	3	3
be		3	2	3	3	3
bi	4					
biol		4	3	4	3	3
cat	2	2	2	2	2	2
chtc			3		3	3
ckv		2	3			
du	4					
dutl		4	3	4	3	3
ec	4					
econ		4	3	4	3	3
en	5					
enib		5	4	5	5	
entl					3	3
fa	4					
fatl		4	3	4	3	3
gc		2	1			
ges		3	3	3	3	3
gp					1	
gs	4					
ibhl						5
ibsl						4
inft	4					
kua		1	1	2	1	2
kubv	4	2	2	2	2	
kudr		2	2	2	2	
lo	1	2	2	1	2	1
lo2	4					

afd	BM4	BH4	BV4	BH5	BV5	BV6
vak	63	64	61	64	65	67
ma	2					
maat				2		2
mr	1	1	1	1	1	1
nat		4	3	4	3	3
ne	4					
netl		4	4	4	3	3
nsk1	4					
nsk2	4					
rek2f						
rek3f						
schk		4	3	3	3	3
wi	4					
wisa		3	3	3	3	3
wisb		4	4	4	4	4
wisc			3		3	3
wisd		2	2	2	2	2

- Dutch-taught subjects
- English-taught subjects
- Language may vary depending on the subject
- 2

CAT in Year 1: only in the second half of the school year, two lessons per week



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SUBJECT ABBREVIATIONS

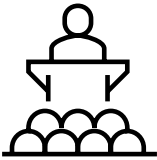
Lower School

ak	Geography
bi	Biology
bv	Visual Arts
cat	Choice Activity Time
chtc	Chinese Language and Culture
ckv	Cultural and Artistic Education
du	German
ec	Economics
en	English
fa	French
gs	History
inft	Information Technology
kubv	Visual Arts (Fine Arts)
lo	Physical Education
lo2	Physical Education 2
mr	Mentor Lesson
na	Physics
nat	Physics
ne	Dutch
nsk1	Physics (nsk1)
nsk2	Chemistry (nsk2)
nt2	Dutch as a Second Language
sk	Chemistry
the	Drama
wi	Mathematics
rek	Arithmetic

Upperschool

ak	Geography
be	Business Economics
bi	Biology
biol	Biology
cat	Choice Activity Time
chtc	Chinese Language and Culture
ckv	Cultural and Artistic Education
du	German
dutl	German Language and Literature
ec	Economics
econ	Economics
en	English
enib	English IB
entl	English Language and Literature
fa	French
fatl	French Language and Literature
gc	Global Citizenship
ges	History
gp	Global Perspectives
gs	History
ibhl	English IB higher level
ibsl	English IB standard level
inft	Information Technology
kua	General Arts
kubv	Visual Arts (Fine Arts)
kudr	Performing Arts (Drama)

lo	Physical Education
lo2	Physical Education 2
ma	Social Studies
maat	Social Studies
mr	Mentor Lesson
nat	Physics
ne	Dutch
netl	Dutch Language and Literature
nsk1	Physics (nsk1)
nsk2	Chemistry (nsk2)
rek2f	Arithmetic 2F
rek3f	Arithmetic 3F
schk	Chemistry
wi	Mathematics
wisa	Mathematics A
wisb	Mathematics B
wisc	Mathematics C
wisd	Mathematics D



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3

Reporting

3.1 How are report grades determined?

We use a so-called rolling average, meaning that all grades achieved during the school year count towards the final report. Progress can be monitored at any time in Magister. The first three report grades are rounded to one decimal place, and the final report shows whole numbers.

For subjects taught in English, students also work with a portfolio. In this, they show their learning moments and development by uploading items such as reflection reports, assignments, and presentations. In the ILP (Individual Learning Plan) interviews, the student sets goals to further their development with the help of parents and their mentor.

3.2 Promotion Criteria

The current promotion criteria can be found [HERE](#). Students whose promotion is at risk are informed in the spring. The final report serves as the promotion report and is based on all data from the school year.

3.3 ILP Interviews

At HLML Treetalig, we organise ILP interviews twice per year involving the student, their parents, and their mentor. During these interviews, the student sets development goals with the help of their parent(s)/guardian(s) and mentor. You can sign up for these interviews via [schoolgesprek.nl](#). You will receive further information in due course.

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Quality

4.1 Quality Policy

Dunamare Onderwijs and Haarlemmermeer Lyceum place great importance on quality assurance. Our school plan describes the systematic approach to quality as well as the policy objectives of our school.

DOWNLOAD OUR
SCHOOLPLAN [HERE](#)

4.2 Education Inspectorate

On behalf of the Dutch government, the Education Inspectorate monitors the quality of education in the Netherlands. The inspectorate conducts school visits and annually analyses the results of all schools.

View the inspection results of Haarlemmermeer Lyceum Tweetalig [HERE](#).

4.3 Results

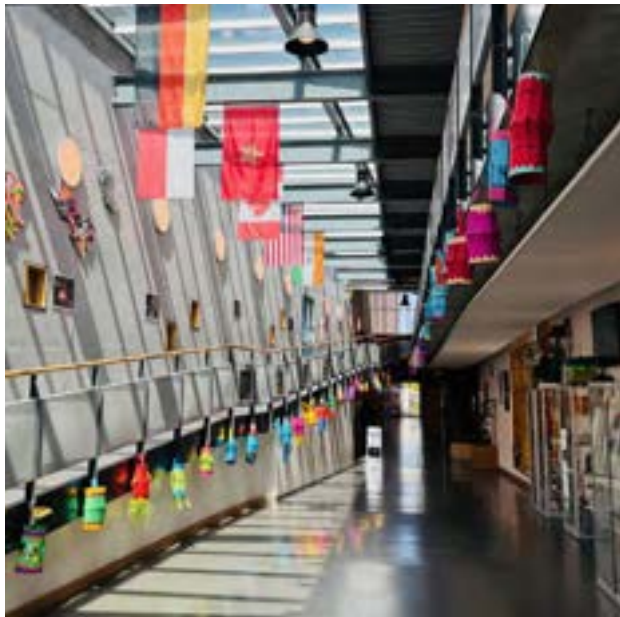
The results of Haarlemmermeer Lyceum Tweetalig (student progression and exam results) can be found [HERE](#) on the Scholen op de Kaart (Schools in the Picture) website.

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5

Student Support and Guidance



5.1 Student Monitoring System

At Haarlemmermeer Lyceum Tweetalig, we use the student monitoring system Magister. At the request of mentors, coordinators and school leaders, essential data is recorded for all students. This includes report grades, learning path recommendations, primary school data (such as secondary education advice), dyslexia and dyscalculia declarations, and contact with external care providers. A privacy policy applies to Magister, ensuring the safety of this information.

5.2 Mentors

Each student is assigned a class mentor responsible for their personal support. The mentor is the first point of contact for students and parents/guardians and manages the overall day-to-day affairs of the class. Mentors assist with study skills, monitor progress, and communicate with parents when necessary. They are kept informed by subject teachers. Mentors also play a key role in creating a positive class atmosphere and often help organise excursions, study trips and cultural activities.

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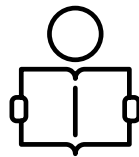


5.3 Student Support

The student support coordinator at HLML Tweetalig is Ms M. Bovée-Wolters. She coordinates the support provided by teachers, mentors, in-school specialists (such as dyslexia coaches, plus mentors, trainers, and inclusive education advisors), and external experts (such as the attendance officer, school doctor, school coach and social worker). Together, they form the Student Support Advisory Team (ATL), which meets five times a year to discuss students who may need third-line (external) care. The team can also quickly refer students to specialised external help.

As part of Passend Onderwijs (Inclusive Education), Haarlemmermeer Lyceum offers tailored support for students with specific needs. This may include individual guidance from support staff, in-class aids (such as laptops and adapted materials), and access to the Trajectory Facility for students who temporarily cannot work in the classroom.

HLML is part of the Amstelland and De Meerlanden Regional Inclusion Partnership (SWVAM). If the school can no longer provide a suitable placement, **SWVAM** helps find an appropriate alternative.



DYSLEXIA

We support students with a dyslexia declaration in various ways, such as providing extra time during assessments. Our **dyslexia policy** is aimed at helping students learn to manage their dyslexia effectively. This ensures they are not only well prepared for final exams but also for their further education and future careers. If students experience serious difficulties in their learning due to dyslexia, they may receive additional help from a dyslexia coach.

TRAINING PROGRAMMES

We offer several training programmes each year for small groups of students. These include:

- Social Skills Training
- Anxiety and Stress Reduction Training



SCHOOL SOCIAL WORK, SCHOOL COACH AND SCHOOL DOCTOR

Two external professionals are regularly present at school: the school social worker and the school coach. They offer help to students who are experiencing emotional or social difficulties at school or at home. If needed, they can refer students to external services. Students can access this support by registering with the student support coordinator. Students who have frequent authorised absences may be referred to the GGD (public health service) school doctor.

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SCHOOL SUPPORT PROFILE (SOP)

1. The Dynamic Triangle: School – Parents – Student

Student support at HLML Tweetalig is based on close collaboration between the school, parents and students — known as the “dynamic triangle”. This approach enhances development, especially when extra support is needed. Good communication improves emotional well-being, behaviour and academic outcomes. Parents and school are equal partners: parents have a duty to share relevant information, and the school is responsible for appropriate support. The mentor plays a key connecting role.

2. Support Vision

HLML aims to provide inclusive education to nearly all students within the classroom. Support focuses on both academic and emotional development and depends on a safe learning environment. Teachers are responsible for identifying support needs and must be pedagogically and didactically skilled. Extra support from specialists outside the classroom is always aimed at reintegration into regular class activities.

3. Inclusive Education Law

HLML Tweetalig is part of the Amstelland and De Meerlanden Secondary Education Network (SWVAM). The goal is to find a suitable educational place for every student, ideally close to home. If HLML can no longer offer a suitable place, the network helps find an alternative solution.

Support Structure – Three Levels

4.1 Basic Support

For all students:

- **Mentor** as central contact, providing help with planning, social skills and general well-being
- **Subject teachers** offering academic support

- **Mentor lessons** on study skills and social behaviour
- **Awareness sessions** on bullying, social media, stress, and substance use

4.2 Basic Plus Support

For individuals or groups who need more than standard support:

- **Trainers and coaches offering:**
 - o Anxiety Reduction Training (8 sessions in small groups)
 - o Social Skills Training (focus on confidence, cooperation, boundaries)
 - o Dyslexia/Dyscalculia Coaches (screening, guidance, tools)
 - o Giftedness Coaches (support with challenges, motivation, perfectionism)
 - o Plus Mentors (short-term support for learning or social issues)
 - o Career Counsellors (study and subject choice guidance)

Students can also attend CAT (Choice Activity Time) sessions or tutoring if they are falling behind. These optional extra lessons are taught by subject teachers and may be recommended by mentors. They are designed to address specific learning gaps.

4.3 Individual Support

- Confidential advisor for cases of inappropriate behaviour
- Anti-bullying coordinator for bullying inside or outside the classroom
- Inclusive Education Advisors (BPOs): intensive individual guidance through the Trajectory Facility
- **Plus Mentor:** extra support when the class mentor is not enough, but BPO is not yet needed
- **Trajectory Facility:** a quiet workspace with a fixed coach for students with extra needs.
 - o Goals are recorded in a personal support plan (OPP)
 - o Options: supervised breaks, working in a quiet area, support after being removed from class
 - o Mentors and teachers also receive support and advice.



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5. Third-Line – External Specialists

- **Attendance officer:** involved in absenteeism and personalised learning plans
- **School doctor:** provides medical advice and coordinates with healthcare professionals
- **School coach and social worker (from iHub):** support with home issues, parenting or personal problems.
- **Youth worker (Meerwaarde):** identifies problems outside school, mediates and strengthens links between school and youth work.
- Where appropriate, the family GP may be advised to refer to further external care

These professionals, along with the school's internal coordinators, make up the Student Support Advisory Team (ATL), which meets 5–6 times a year to discuss intensive cases and arrange quick referrals when needed.

6. Identification and Support Flowchart

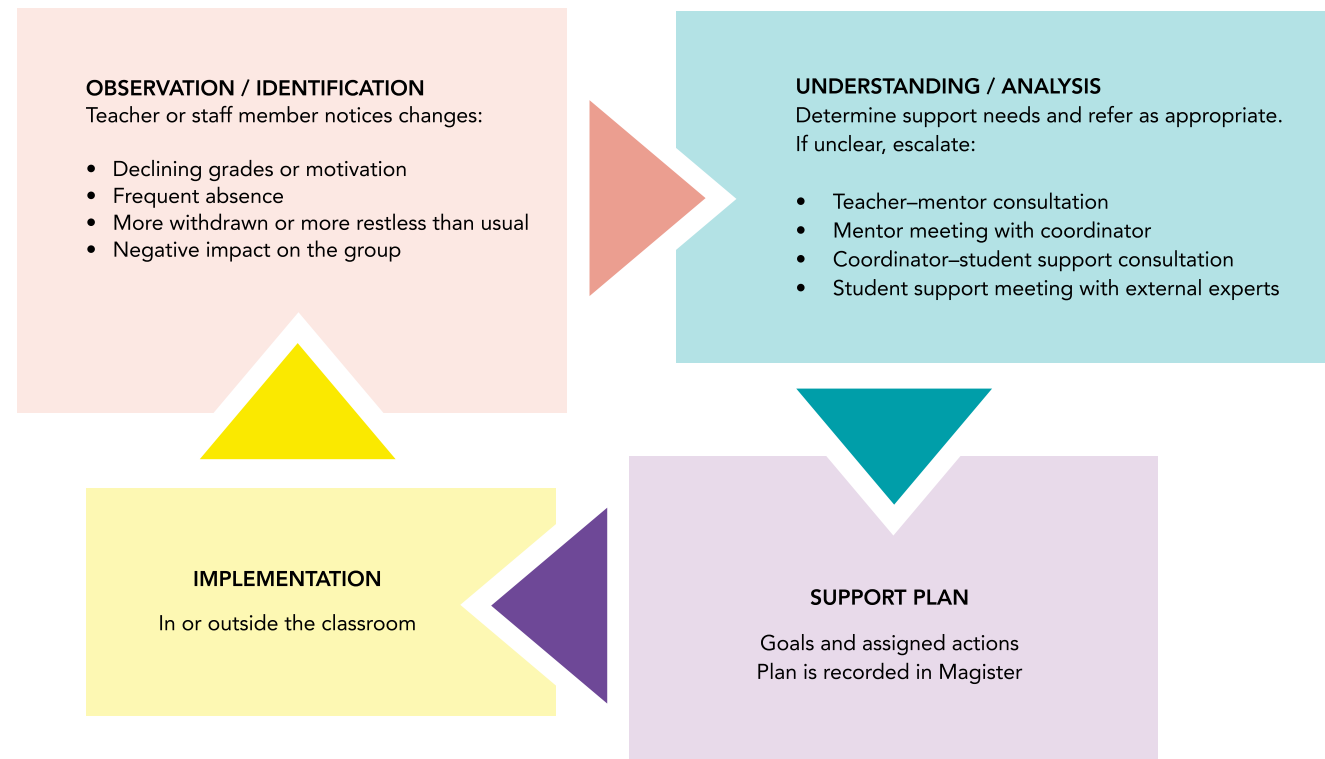
If a teacher or staff member notices a concern (e.g. drop in grades, frequent absence, behavioural changes, or negative class impact), the issue is analysed. If needed, it is discussed in the mentor meeting with the student coordinator. If the issue remains unresolved, it is escalated to the student support team, and finally, if necessary, to the ATL (with external specialists).

After identifying the support need, a support plan is drawn up with clear goals and actions, recorded in Magister. Implementation takes place in or outside the classroom, and after six weeks, progress is evaluated. Based on the outcome, support may continue, be adapted, or end. If needed, the cycle begins again.

Diagnostic Tools and Questionnaires

To maintain educational quality and effective student support, we use:

- **VAS-toets (Cito)** in Years 1, 2 and 3 to monitor appropriate school level
- **DST** for suspected dyslexia
- **NDS** for suspected dyscalculia
- **Satisfaction surveys** via Kwaliteitsscholen



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STUDENTS REQUIRING ADDITIONAL SUPPORT DUE TO PHYSICAL DISABILITIES OR CONDITIONS

Some students may require additional support due to physical limitations. This support can be provided if the student:

- Meets the admissions criteria of HLML Tweetalig
- Is expected to meet exam requirements and earn a diploma
- Can attend regular classroom lessons within the standard school setup
- Does not impede the learning of others
- Can access classrooms without needing special infrastructure

5.4 Social Safety

The social safety of students is always a high priority at Haarlemmermeer Lyceum. Policies are documented in various places, including the student charter and anti-bullying protocol. HLML TTO has a well-developed support team and works closely with local agencies such as the police and youth services. The **anti-bullying protocol** and **student charter** can be found on the school website.

We have signed the “Safety In and Around School” (VIOS) agreement alongside other secondary schools, the municipality of Haarlemmermeer, the police and Stichting Halt. This ensures a coordinated approach to issues such as drug use, nuisance behaviour and weapons.



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Participation and Representation

6.1 Participation Council (MR)

Our school has an active Participation Council (Medezeggenschapsraad), which includes representatives of parents, students, teachers, and support staff. Together, they contribute to shaping the school's policies. MR members represent the interests of their constituents and have the right to give consent, offer advice, or receive information on matters such as the school plan, the school guide, budget allocation, and staff policy. The council may also make proposals for improving education or the school climate.

The collaboration between the MR and school leadership is based on openness and mutual trust. Information about the council's composition and regulations can be found on the school website. Meeting minutes are available in Magister under "study guides" (for parents and students) and on Teams (for staff).

Contact Participation Council
Haarlemmermeer Lyceum Bilingual:
mrtweetalig@haarlemmermeerlyceum.nl

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6.2 Parent Council

Haarlemmermeer Lyceum has had an active Parent Council for many years, working closely with the school to support students’ development. The Parent Council serves as a liaison between parents/carers and school leadership. It advises and alerts the school to important issues, and also organises various activities.

These activities are made possible by the Voluntary Parent Contribution of €12.50 per child. This contribution helps fund events throughout the school year, such as Sandwich Day, ice cream for all students, a “relaxation corner” for exam students, a Sinterklaas surprise, and fresh fruit on sports days.

If you’d like to join the Parent Council or help as a parent volunteer, you can email the council at: ouderraad@haarlemmermeerlyceum.nl.

The Parent Council and its activities are a great way to get involved in school life.

6.3 Student Council

The Student Council at Haarlemmermeer Lyceum Bilingual represents the interests of students and organises activities for the entire student body. All students are welcome to join.

Contact the Student Council:
leerlingenraadtweetalig@Haarlemmermeerlyceum.nl

6.4 Focus Groups

At Haarlemmermeer Lyceum, we strongly believe in the importance of communication between students, parents/carers, and the school. Throughout the year, we organise a number of opportunities to engage in meaningful dialogue.



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Lesson Times, Holiday Calendar, Year Schedule, and Leave



7.1 Lesson Times at Haarlemmermeer Lyceum Bilingual

Standard Lesson Times

1st	08.15 - 09.00
2nd	09.00 - 09.45
3rd	09.45 - 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	14.30 - 15.15
break	15.15 - 15.30
9th	15.30 - 16.15
10th	16.15 - 17.00

Shortened Lesson Times

1st	08.15 - 08.45
2nd	08.45 - 09.15
3rd	09.15 - 09.45
break	09.45 - 10.00
4th	10.00 - 10.30
5th	10.30 - 11.00
6th	11.00 - 11.30
7th	11.30 - 12.00
8th	12.00 - 12.30
break	12.30 - 13.00
9th	13.00 - 13.30
10th	13.30 - 14.00

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7.2 Holiday Calendar and Year Schedule

The full **holiday calendar** and the most **up-to-date year schedule** can be found on our website.

7.3 Leave Requests

It is possible to request extra leave in special circumstances. The Dutch government has established specific conditions that such requests must meet. For example:

- A request for extra holiday leave must be submitted to school leadership **at least two months in advance**.
- Extra holiday leave is granted only if, due to the nature of a parent/carer's profession, it is not possible to take leave during regular school holidays. A signed employer's statement must confirm this.

All requirements are listed on page 2 of the leave **request form**. The completed and signed form must be submitted to the relevant department coordinator, after which the request will be reviewed. The school is authorised to deny the request, and a reason will be provided.

TO REQUEST LEAVE FOR STUDY ORIENTATION ACTIVITIES, PLEASE USE OUR [LOB-WEBSITE](#).



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Agreements on Pedagogical Conduct

At Haarlemmermeer Lyceum Tweetalig, we strive to create a pleasant, safe, and respectful environment where students, parents, and staff feel at home and can learn and grow to their full potential. We have clear agreements that help us maintain a positive school climate together. These agreements are primarily intended to ensure that everyone comes to school with enjoyment and is able to develop themselves to the best of their abilities.

8.1 General agreements

- Students behave respectfully towards all staff and each other. Students follow the instructions of all staff members.
- There is no place in our school for racism, discrimination, violence, bullying, threats, or exclusion.
- Everyone is expected to read announcements shared via Teams, Magister, email, or letters.
- All students are expected to bring the required books, notebooks, and school supplies to every lesson.
- We respect each other's personal space and belongings.
- We arrive on time for lessons.
- Students' mobile phones, audio devices, and

smartwatches must remain at home or in their lockers during the entire school day. Staff only use their phones for school-related purposes.

- If devices are used without permission, the school has the authority to confiscate them. Confiscated devices may be collected from the concierge after 16:15. Repeated violations will result in parental contact and further disciplinary action.
- Creating or publishing media content such as photos, videos, and audio recordings is only allowed with permission from school management and the individuals involved. (See privacy/portrait rights in 8.12.)
- Chewing gum is not allowed anywhere on school grounds.

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- Energy drinks, fast food deliveries, and consumption of fast food are not permitted in the school building.
- Headwear or face coverings are not allowed inside school. Wearing a headscarf is permitted.
- Bags and coats must not be left in hallways or study areas.
- Students clean up after themselves and dispose of their waste properly.
- During free periods, students are expected to stay in the cafeteria or outside—not in the corridors.
- Study areas are for studying only.
- We keep the neighbourhood clean and do not cause disturbances. Waste goes in the bins.

- Weapons are strictly prohibited.
- The use or possession of alcohol and drugs is forbidden. (See section 8.2 for further information.)
- Fireworks of any kind are not allowed in or around the school.
- Bicycles must be parked in designated areas.
- Only walking with a bicycle at your side is allowed on the ramp.
- Fatbikes must be parked in the designated area on school grounds.
- Charging e-bike batteries inside the school is not permitted.
- Smoking and vaping are not allowed inside or on school grounds.
- Only students enrolled at our school have access to the building and school grounds. Visitors must have permission.
- If a teacher is not present when a lesson starts, one student must report this to the concierge or reception. The rest of the class waits quietly near the classroom for further instructions.

For safety reasons, random checks may be carried out on lockers, bags, coats, bicycle bags, storage spaces under (scooter) seats, etc. In cases of criminal offences, the police will be contacted. Criminal offences include all actions considered punishable under Dutch law, such as fighting, theft, intimidation, and possession of weapons and/or drugs.

8.2 Alcohol and Drugs Policy

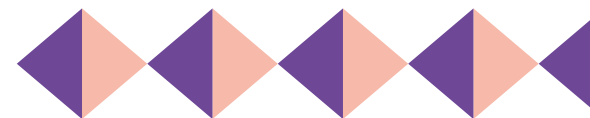
- Alcohol and drugs are strictly forbidden during school hours and school events. If drug or alcohol use is suspected, a test may be administered after consultation with parents/carers.
- Violation of this rule results in immediate suspension. Parents/carers will be notified.
- During off-site or international school activities, violations may lead to exclusion from the activity. Parents are then responsible for arranging their child's return home.
- Trading in drugs, alcohol, or weapons results in permanent expulsion from school.

8.3 Physical Education (PE) Policy

- Students are required to participate in all PE lessons. If a student is unable to participate, this must be communicated by the parent/carer via email to the PE teacher. For extended absence, the teacher may assign a replacement task.
- Specific clothing requirements apply for safety reasons. These will be communicated by the teacher to students and parents/carers.
- All valuables must be stored in lockers before the start of the PE lesson. The school is not liable for loss or damage to personal items.

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8.4 Sent Out of Class—Now What?

- If you are sent out of class, go to the designated supervision room and fill in a 'yellow card.'
- After the lesson, discuss the reason for your removal and the consequences with the teacher.
- If you are sent out three times, your parents/carers will be notified and a meeting may be scheduled. A fourth removal may result in a one-day exclusion from lessons.

8.5 Late to School—What Happens?

- If you are late, report to the reception or concierge and receive a late slip. Then go directly to your current lesson. The next day, you must report to school at 7:45 AM. Your parents/carers will automatically receive an email via Magister.
- If you believe you had a valid reason for being late, speak with your student coordinator later. Do not argue with the reception or concierge—the late mark is never removed at that point but may be removed afterwards if the coordinator agrees.
- After three late arrivals, your student coordinator will contact your parents/carers. You may be required to stay at school until 17:00 for several consecutive days.

8.6 Reporting Illness and Absence

We expect:

- Your parent(s)/carer(s) to report your illness before 9:00 AM by phone or email (Verzuimtweetalig@Haarlemmermeerlyceum.nl). Illness must be reported daily.
- You to hand in a note confirming the duration of your illness once you've recovered.
- Your parent(s)/carer(s) to inform the school of any medical or psychological appointments (GP, orthodontist, psychologist, etc.) at least one day in advance by phone or email.
- If you are reported sick for more than 80 lessons in a school year, the school will notify the school doctor and inform your parents/carers.

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8.7 Truancy

- If you skip class, your parent(s)/carer(s) will automatically receive an email via Magister. You will be required to report to school at 7:45 AM for the next two mornings.
- If you miss more than eight lessons per year without valid reason, the school attendance officer will be informed.
- Students in mavo 3/4, havo 4/5, and vwo 4/5/6 are subject to the school's exam regulations (available on the website). These regulations include a policy linking absences to the loss of resit opportunities. If truancy is established, you will receive a warning.



8.8 Use of School IT Facilities

Students may use school computers and internet access to support their learning. A code of conduct applies to this usage. A full set of rules can be found [here](#). Students are expected to familiarise themselves with these rules. Inappropriate use of digital facilities may result in disciplinary action.

8.9 Disciplinary Measures, Suspension, and Expulsion

- If a student breaks school rules or exhibits seriously undesirable or inappropriate behaviour, school leadership may impose disciplinary or behavioural sanctions.
- Disciplinary actions may include after-school detention, cleaning duties, or a time-out.
- Behavioural measures include internal or external suspension. Internal suspension means the student attends school but is separated from classmates to complete schoolwork. External suspension means the student is not allowed at school for one or more days. For suspensions lasting more than one day, the school inspectorate, school board, and attendance officer are notified. Parents/carers are informed in writing about the reason for and duration of the suspension.
- If it is no longer reasonable to keep a student enrolled, the school may begin an expulsion procedure. For example, if behaviour does not improve after one or more suspensions, expulsion may be decided in consultation with the inspectorate.

8.10 Insurance and Liability

INSURANCE

Haarlemmermeer Lyceum is part of Dunamare Onderwijs, which has arranged a full insurance package with Ecclesia Risk & Benefits.

The school is not liable for loss or theft of students' personal property. Most insurance claims involve secondary coverage, meaning parents' health insurance, liability insurance (AVP), and travel insurance apply first. Coverage is subject to a maximum amount.

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COLLECTIVE ACCIDENT INSURANCE

The school has collective accident insurance for students, staff, and volunteers. This covers death or permanent disability resulting from an accident during school activities, including travel. It also provides secondary coverage for medical and dental costs arising from such accidents. Accidents involving motorised vehicles are not covered.

TRAVEL INSURANCE

Covers school trips and excursions within Europe. It includes baggage, medical costs (secondary), and special costs such as repatriation. The parent's insurance covers medical costs first. Remaining costs can be claimed on the travel insurance.

Recommendation: If your child travels frequently, we recommend arranging extra travel insurance, as school coverage has maximum limits.

CANCELLATION INSURANCE

The school does not have a group cancellation insurance policy. If a student withdraws from a trip, the school does not offer refunds.

Recommendation: If your child is going on a school trip, we recommend taking out personal cancellation insurance.

LIABILITY

Dunamare Onderwijs has liability insurance covering students for damage they cause to others, except in cases of intent. It also covers damage a student suffers due to mistakes made by staff. However, this insurance is secondary to the parents' own AVP.

Recommendation: Parents are advised to take out a personal liability (WA) insurance policy, as the school's liability insurance only provides secondary coverage.

Although the school does its best to prevent theft or accidents, incidents such as damaged bikes, broken glasses during PE, or missing smartphones can occur.

The school takes such issues seriously but is not liable. The school is also not responsible for damage caused by unlawful actions of students. Students (and their parents/carers) are personally liable for their behaviour. Damage caused during school hours or school activities must be compensated by the student. In cases of criminal offences, the police will be involved.

For more information, email:
infotweetalig@haarlemmermeerlyceum.nl.



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8.11 School Pass and Locker

Upon enrolment, each student receives a school pass free of charge. This pass is used to open their personal locker and serves as an internal form of identification, for example during exams or school events.

Students can also use the pass to print and make copies. For first-year students, the school will top up the pass with €5.00 at the beginning of the 2025–2026 school year. This amount is funded by the voluntary parental contribution. Once this balance has been used up, students can add credit to the pass at the school reception by paying in cash. This also applies to all other students. The “**Locker Use Policy**” and “**School Pass Use Policy**” also apply.

Students are expected to take all reasonable measures to keep their school pass in good condition so that it can be used throughout their entire time at the school. If the pass is lost or stolen, the student must report this to the school reception immediately. If identifying features (e.g. photo or name) become so faded that they are no longer visible, the student must pay for a replacement.

Until the time of reporting:

- the loss of any credit on the pass is the responsibility of the student,
- the loss or damage of locker contents is also the student’s responsibility.

If the school pass is lost or damaged, a €5.00 fee will be charged for a replacement. Once this fee is paid, the student receives a temporary pass, and a new personalised school pass will be ordered.



LOCKER

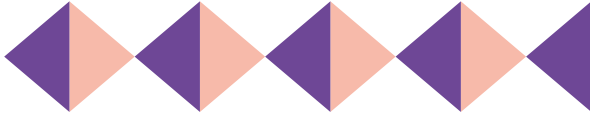
Each student is allocated a locker at the beginning of the school year. Lockers are equipped with electronic locks that are operated with a contactless chip. In classrooms, it is not permitted to wear or hang coats, hats, scarves, or caps. These must be stored in the student’s locker or on coat hooks in the corridor. Students are expected to keep their lockers tidy.

At the end of the school year (after the last exam week), lockers will be inspected. For exam-year students, this takes place earlier. Lockers must be clean and empty at the time of inspection. A fee may be charged if the locker is found to be full, dirty, or damaged in order to make it usable again.

The school reserves the right to open any locker at any time if there is a reason to do so (locker inspection).

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8.12 Privacy, Image Rights, and GDPR

GENERAL DATA PROTECTION REGULATION (GDPR)

The General Data Protection Regulation (GDPR) protects the privacy of all EU citizens. It also sets out how schools must handle personal data of students and their parents/carers.

PERSONAL DATA

The key concept under GDPR is ‘personal data’. This includes all information related to a natural person, such as name and address details, gender, phone number, date of birth, personal ID number, etc. At school, personal data also includes academic results, grades, attendance records, support needs, medical information, and usernames. Such data may only be shared if there is a lawful basis or legitimate purpose—such as sharing information with the school attendance officer or transferring an educational report from primary to secondary school. If there is no legal basis, explicit consent must be obtained from the parent or carer. The school requests this consent from parents/carers. Our full [privacy statement](#) can be found on the school website.

CAMERA SURVEILLANCE

Security cameras are placed in various locations throughout the school. This helps us monitor the premises and protect the property of the school and its students. The use of surveillance footage is strictly regulated under the GDPR.

IMAGE MATERIAL

The school may not publish photos or videos of students (in print or on social media) without permission. This permission must come from the parent/carers or, if the student is 16 years or older, from the student themselves.

However, we do like to show students and parents what is happening at school. For this reason, we sometimes take photos or record videos. We handle these images carefully and never publish material that could harm a student. In accordance with privacy legislation, we will request your permission (or that of your child if aged 16 or older).

We therefore ask all parents/carers (and students aged 16 and over) to complete the consent form in Magister, indicating how the school may use photos or video material of their child.

The consent module clearly shows the different purposes for which images may be used. You can update your consent at any time. At the start of each school year, we will remind you to review your choices.

8.13 Student Charter

The student charter outlines the rights and responsibilities of every student. Both students and staff are expected to comply with the rules in the charter. The [student charter](#) can be found on the school website.



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School Costs

9.1 Voluntary Parental Contributions

At HLML Treetalig, we believe it is important that every pupil not only receives good education but also has the opportunity to develop broadly. This includes cultural activities, excursions, themed weeks, additional support, celebrations, and international projects. All these valuable extras contribute to an inspiring, educational, and sometimes unforgettable school experience.

Many of these activities are not funded by the Ministry of Education. To make them possible, we ask parents/guardians for a voluntary parental contribution. This contribution enables us to offer that little extra that makes the difference between standard and exceptional education.

The amount and allocation of this contribution are carefully determined each year in consultation with the parent representatives on the participation council. Transparency and care are paramount. Your contribution is fully used for facilities and activities that benefit all pupils.

Although the contribution is voluntary, we sincerely hope for your support. The contribution helps us offer our pupils a rich and valuable school experience. Pupils are not excluded from participation: all pupils should be able to take part in programmes and extra activities organised by the school outside the regular curriculum, regardless of whether the contribution is paid or not. However, the voluntary contribution helps ensure that these extra activities can continue to be organised.

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GENERAL VOLUNTARY PARENTAL CONTRIBUTION

The amount for the general voluntary parental contribution for 2025-2026 has been set at €75.00 with the approval of the parent representatives on the participation council. Since the contribution is voluntary, you may choose whether or not to pay it. Even if you do not pay, your child will not be excluded from participating in activities or programmes organised by the school. Of course, activities must be financially viable before they can take place. For parents unable to pay the contribution, suitable solutions are always possible. More information can be found under '**Financial Assistance**' on the website. At the end of the school year, we publish an 'overview of expected costs' for the coming school year on the website, including all costs per year group.

TOP SPORT TALENT PUPILS

Top Sport Talent pupils pay a voluntary contribution of €130. Prospect pupils pay €50. Part of this amount covers hours for the Top Sport coordinators. Top Sport Talent pupils and Prospects are not excluded from the top sport programme if the contribution is not paid.

VOLUNTARY CONTRIBUTION FOR BILINGUAL EDUCATION

The bilingual education programme offers extra provision. To realise this, we depend on the voluntary parental contribution for bilingual education. Payment is voluntary. The TTO contribution covers, among other things, the extra English lessons. In Year 1, the Immersion Camp is included in the contribution. Projects in Year 1 and Year 2 are also financed through it. The amount of the

voluntary TTO contribution varies per year group. The amounts can be found on the school website. School trips are not included in the TTO contribution, except for the Immersion Camp. Special language exams (FCI for mavo, IB for havo/vwo, Cambridge, DELF, and HSK) and their organisation are also not covered by the TTO contribution and are charged separately.

VOLUNTARY NT2 CONTRIBUTION

For pupils from abroad who do not (yet) speak Dutch well enough, special NT2 classes are provided in the lower years. These pupils are taught in smaller groups and receive extra Dutch lessons. A voluntary NT2 contribution of €1,050 per school year is requested for these classes.

VOLUNTARY SCHOOL TRIP CONTRIBUTION

School trips are charged separately. A realistic budget is prepared for each trip. The costs per pupil are requested as a voluntary contribution from the parents/guardians. If fewer than 95% of parents pay, the school management may decide to cancel the trip for the entire group.

In Year 1, pupils attend the Immersion Camp, which is the only trip included in the bilingual education contribution. In Year 2 (mavo, havo, and vwo), pupils go to Normandy, France. In Year 3 mavo and Year 4 havo/vwo, all pupils go on a foreign trip. In Year 5 vwo, pupils may sign up for a trip to China/Taiwan. The trips offered may vary by year.

VOLUNTARY CONTRIBUTION TO THE PARENT COUNCIL

The Parent Council requests a voluntary contribution of €12.50 per pupil per school year. The funds are used to contribute towards costs for sports and party days, school celebrations, activities around school and final exams, the annual meeting, and themed events. On behalf of the Parent Council, small gifts are given to teachers and

pupils who are seriously ill (the sympathy fund), those who have made extra efforts during activities, and pupils who have passed their final exams.

OTHER COSTS

Often a class organises a fun activity in consultation with the mentor, known as a mentor outing, which may incur costs (a voluntary contribution of €10 to €15).

PAYMENT VIA WIS COLLECT

The Haarlemmermeer Lyceum Tweekalig uses the digital payment system Wis Collect to collect parental contributions. This system allows immediate payment processing. When the school issues a payment request, such as for voluntary school contributions, the Parent Council contribution, or work weeks, an email is sent to parents/guardians. No account is required, and payment via a direct iDEAL link can be completed easily.

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9.2 Free School Books

The Haarlemmermeer Lyceum owns its school books. In cooperation with Van Dijk Educatie, we ensure that all pupils receive the correct book package at the start of each school year. Information about distribution and return procedures is provided annually.

9.3 Outsourcing Agreements

In some cases, pupils leave the Haarlemmermeer Lyceum Tweetalig to continue their studies in adult education (VAVO) through an outsourcing agreement. The Haarlemmermeer Lyceum transfers care of the pupil to another institution (Nova College), but the pupil remains registered at Haarlemmermeer Lyceum Tweetalig. More information about the guidelines and procedures for outsourcing agreements can be obtained from deputy heads/coordinators/deans.



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Contact and Organisation

The school is open every school day from 07:30 to 17:00. The school can be reached by phone during these hours. Parents/guardians normally receive a response within 48 hours on school days. If a more substantive reply takes longer, the parent/guardian will be informed of the response time.

HAARLEMMERMEER LYCEUM TWEETALIG

Baron de Coubertinlaan 2

2134 CG Hoofddorp

T **023 - 563 16 44**

E infotweetalig@haarlemmermeerlyceum.nl



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10.1 ORGANISATION OF HAARLEMMERMEER LYCEUM TWEETALIG

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SCHOOL MANAGEMENT

Ms Drs B. A. Stam	Principal Education & Quality
Mr A. van Waveren	Principal Facilities & Finance
Ms E. Sartori	Deputy Head Year 1, 2 and 3 havo/vwo
Mr B. Lürsen	Deputy Head Year 1, 2, 3 and 4 mavo
Ms Drs T. Joosten	Deputy Head Year 4 and 5 havo and 4, 5 and 6 vwo

COORDINATORS

Ms M. El-Sanady	Year 1 mavo/havo/vwo
Ms E.J.M. Le Nézet	Year 2 and 3 havo/vwo
Mr L. Rook	Year 2, 3 and 4 mavo
Ms J. Hoeven	Year 4 and 5 havo + 4, 5 and 6 vwo
Ms S van Gelderen	Year 4 and 5 havo + 4, 5 and 6 vwo
Mr R. van Poeteren	Top Sport Talent
Mr B.A. Grapendaal	Top Sport Talent
Ms M. Bovée-Wolters	Pupil Support (Care)
Ms K. Weiden-Gabriel	Anti-bullying Coordinator

Carreers Counsellor

Mr C. Baker	Mavo
Ms A. Wiegman	Havo
Mr Drs P. Tromp	Vwo

EXAM SECRETARY

Ms J. Hoeven	Mavo/havo/vwo
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TIMETABLE STAFF

Mr J. Esselman	Timetable Maker
Ms C. van der Meij	Daily Timetable Maker

STAFF FOR BOTH LOCATIONS

Mr P. Droog	ICT/System Administrator
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THE CENTRAL MANAGEMENT OF HAARLEMMERMEER LYCEUM IS FORMED BY:

Ms Drs L. Pennings-de Vet	Principal, Haarlemmermeer Lyceum Dalton
Ms Drs B. A. Stam	Principal Education & Quality, Haarlemmermeer Lyceum Tweetalig
Mr A. van Waveren	Principal Facilities & Finance, Haarlemmermeer Lyceum Tweetalig



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10.2 Complaints

We strive for a flawless school experience, but if you have a complaint or concern, we will do everything possible to resolve it. Where and how can you, as a parent/guardian, address your question, concern, complaint, or comment?

- 1. The mentor is usually the first point of contact within the school. Sometimes the mentor may not be able to help sufficiently, or you may have a complaint about the mentor.
- 2. In that case, you can contact your child's coordinator. All coordinators are listed in section 10.1, with their departments. You can reach them by phone or email.
- 3. For sensitive matters, you may contact one of the two confidential counsellors appointed by the school, for parents/guardians as well as pupils.

- 4. In some cases, the school management may need to be involved. The management consists of two persons: Ms Drs B.A. Stam, Principal of Haarlemmermeer Lyceum Tweetalig, and Ms Drs L. Pennings-de Vet, Principal of Haarlemmermeer Lyceum Dalton. You can contact them by email or phone.
- 5. If you are dissatisfied with the handling of your complaint, you can escalate it to the board via the external complaints procedure. The general complaints regulations of Dunamare Education can be viewed [HERE](#) bekijken.
- 6. Complaints about unwanted behaviour can also be handled by an external confidential counsellor (GGD Kennemerland, tel: 023 - 789 17 77).
- 7. If you believe the school is not responding adequately to a structural problem, you may also contact the participation council via: mrtweetalig@haarlemmermeerlyceum.nl.

WHERE CAN PUPILS GO WITH THEIR QUESTIONS, CONCERNS, AND COMPLAINTS?

Pupils can approach the people and services listed above. Pupils in upper years with complaints about exams can submit a complaint to the examination board via the exam secretary, who is also the chair of the examination board: Ms J. Hoeven : examentweetalig@haarlemmermeerlyceum.nl

INSPECTION OF EDUCATION

For contacting the education inspectorate with a complaint, go to the [website](#).

CONFIDENTIAL COUNSELLORS:

Ms W. van Hal
w.vanhal@haarlemmermeerlyceum.nl
& Ms L. van Pelt
l.vanpelt@haarlemmermeerlyceum.nl

For complaints about unwanted behaviour (e.g., sexual harassment, aggression, or violence), you can approach these teachers.



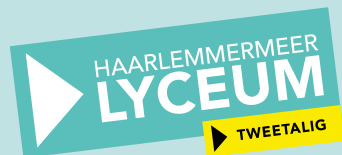
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[Begin](#)



HAARLEMMERMEER LYCEUM
TWEETALIG
vwo-havo-mavo

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2134 CG Hoofddorp
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E infotweetalig@haarlemmermeerlyceum.nl

Disclaimer:
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