

# HLML

## lyceum guide



Haarlemmermeer Lyceum

# BILINGUAL

MAVO-HAVO-VWO Campus



## HLML LYCEUM GUIDE

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**BILINGUAL  
EDUCATION (TTO)**



**TOPSPORT  
TALENT SCHOOL**



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



**CREATIVE ARTS,  
MUSIC, DRAMA**



**INTERNATIONALISATION  
AND CULTURE**



**SAFE LEARNING  
ENVIRONMENT**

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# Welcome to Haarlemmermeer Lyceum Bilingual!

Haarlemmermeer Lyceum Bilingual is more than a school. It is a place where you learn to think in two languages, where you challenge yourself, make friendships and discover step by step who you want to be.

This guide helps you as a student – and you as a parent or guardian – to find your way in our school life. From daily routines to important agreements: everything you need is clearly described here. The content has been established by the Participation Council and applies for the entire school year. The most up-to-date information, including the annual calendar and this guide itself, can be found on our website: [www.haarlemmermeerlyceum.nl](http://www.haarlemmermeerlyceum.nl)

Do you have questions or comments? We would be glad to hear from you via:  
[infotweetalig@haarlemmermeerlyceum.nl](mailto:infotweetalig@haarlemmermeerlyceum.nl)

We very much look forward to seeing you at Haarlemmermeer Lyceum Bilingual!

**Ms. B.A. Stam, MSc**

Principal Haarlemmermeer Lyceum Bilingual  
Principal Optimist International Academy Secondary



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# 1

## Two schools, one Haarlemmermeer Lyceum

Haarlemmermeer Lyceum is a modern public lyceum for secondary education. We are located in the Floriande district of the municipality of Haarlemmermeer and are the only lyceum in the municipality.

Haarlemmermeer Lyceum comprises two schools: Haarlemmermeer Lyceum Dalton and Haarlemmermeer Lyceum Bilingual. Both schools are part of Dunamare Onderwijs. Although the two schools each have their own educational concept and identity, they work closely together wherever possible.

Each school has its own distinct educational vision. Haarlemmermeer Lyceum Bilingual offers bilingual education for mavo, havo and vwo. In addition, the school provides NT2 education for students who have lived in the Netherlands for less than six years. Haarlemmermeer Lyceum Dalton offers Dalton education for havo and vwo.

From August 2026, a school for secondary international education will also be housed in the building of Haarlemmermeer Lyceum Bilingual: the Optimist International Academy Secondary. For information about this school, we are happy to refer you to this website: [Sparking Curiosity - Optimist International Academy](#).

Furthermore, both schools are officially recognised as a 'Top Sport Talent School'. Students with a Top Sport Talent status or Prospect status are very welcome and receive a tailored educational programme, so that they can combine their school career with their top-sport ambitions.

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### 1.1 Mission & Vision

Haarlemmermeer Lyceum Bilingual is the intercultural global citizenship school of the region. Students and staff of more than 45 nationalities learn and work together daily in an internationally oriented environment.

For us, good education means more than guiding students towards a Dutch diploma. High-quality and effective education prepares students for active participation in the world. That is why we pay extra attention to language proficiency, personal development and international awareness.

Students learn to communicate at an international level, discover their talents and are encouraged to push their boundaries. In doing so, they develop an open, curious and critically constructive view of the world around them. Through their lessons, our teachers lay a solid foundation for students' development into self-aware global citizens. The internationally oriented extracurricular activities also contribute to this.

In our challenging and international learning environment, both students and staff are given the space to develop and flourish to the fullest.

### 1.2 Competent authority

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

#### GEGEVENS DUNAMARE

Dunamare Onderwijs  
Diakenhuisweg 1-21  
2033 AP Haarlem  
T 023 530 36 00  
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# 2

## Our education

### 2.1 Education

Haarlemmermeer Lyceum Bilingual offers bilingual education at mavo, havo and vwo level. Students follow not only Dutch-language but also English-language education. In doing so, we pay a great deal of attention to global citizenship and personal development, so that students are well prepared for their role in the modern, international society.

Our school is certified by NUFFIC, the Dutch organisation for internationalisation in education. This organisation supervises schools that offer bilingual education. Haarlemmermeer Lyceum Bilingual is one of the few schools in the Netherlands that offer bilingual education at mavo, havo and vwo level alike.

For us, bilingual education revolves around three important pillars:

- ▶ language proficiency
- ▶ global citizenship
- ▶ personal formation

Students learn to open themselves up to other cultures, customs and religions, both nearby and further afield. We consider this open attitude important within our school community.

In addition, Haarlemmermeer Lyceum Bilingual is a recognised Top Sport Talent School. Talented athletes with an NOC\*NSF status are given the opportunity with us to combine education and top sport effectively. The

Top Sport Talent Schools are affiliated with the Expertise Centre for Education and Top Sport (EVOT), which works closely with NOC\*NSF.

We also offer NT2 education at havo and vwo level. This education is intended for students who have followed education in the Netherlands for less than six years and need extra support with the Dutch language.

Haarlemmermeer Lyceum Bilingual is a medium-sized school with approximately 1100 students. In the first year (brugklas) we apply a maximum class size of 28 students. In the higher year groups we aim for a maximum of 30 students per class. For NT2 groups we aim for groups of a maximum of 25 students.

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### LANGUAGE PROFICIENCY

Because students take their final exams in Dutch, Dutch remains an important core subject within our bilingual education. At the same time, students work intensively on their English language proficiency. Our students therefore learn daily in two languages and develop both their Dutch and their English at a high level.

Especially in the lower years, students are offered many subjects in English. As a result, they become accustomed to using English in various situations. They learn the language not only during the language lessons, but also use English in presentations, projects, while collaborating and in conversations with students from other countries and cultures.

By working with two languages daily, students develop strong language proficiency and switch easily between Dutch and English.

During the modern foreign language lessons, teachers try to speak the target language as much as possible. For French, for example, this happens as much as possible in French, and for German in German. An exception is the subject Chinese Language and Culture at vwo. Because this language is extra complex, Dutch or English is sometimes also used there for support.

Within our bilingual education, students learn languages as naturally as possible. They develop their language proficiency mainly by actively listening, speaking, reading and collaborating during the lessons. Because language is strongly connected to culture and communication, this pillar fits well with our education in global citizenship.

### GLOBAL CITIZENSHIP & PERSONAL FORMATION



With us, students develop an open and broad view of the world. They learn about different cultures, traditions and social issues, both in the Netherlands and beyond. We also pay attention to current themes such as sustainability, migration, international cooperation and scarcity. In addition, students learn how Dutch democracy works and examine social topics from a regional, national and international perspective.

Within our education, students work on skills that are important in an international society. Among other things, they learn to:

- ▶ debate;
- ▶ present;
- ▶ collaborate;
- ▶ write argumentative texts.

Students practise these skills during lessons, projects and international activities. Global citizenship is closely connected here to personal development: students learn not only about the world, but also discover how they can move within it in a respectful and self-aware manner.

Our internationalisation programme plays an important role in this. Both in the lower years and in the upper years, students take part in various international activities and trips.

In the lower years, students go on multi-day trips within the Netherlands and to Normandy in France. In addition, they take part in an exchange with a partner school in Europe.

In the upper years of havo and vwo, students can take part in study trips to cities such as Berlin, Budapest and Prague. For vwo students, there is also the possibility to take part in a trip to Asia.

With these trips and exchanges, we want to encourage students to broaden their horizons and get to know people from other cultures and backgrounds. In this way, they experience how diverse the world is and learn to relate to others in an open and respectful manner.

During their school career, students also work on in-depth and enriching assignments that connect with their international development.

In addition, students can take part in extra activities outside of lessons, such as Model United Nations (MUN). During this simulation of the United Nations, students learn to debate, collaborate and reflect on international issues.

Since the 2025-2026 school year, Haarlemmermeer Lyceum Bilingual has been an aspiring UNESCO school. In that context, we organise activities around a theme that connects with the objectives of UNESCO, such as peace, human rights, sustainable development and intercultural understanding.

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## 2.2 NT2 for multilingual students

For multilingual students who do not yet have a sufficient command of the Dutch language, Haarlemmermeer Lyceum Bilingual offers a special NT2 programme (Dutch as a second language).

From the first year (brugklas), we offer these students lessons in Dutch. The focus is on learning the Dutch language. In this way, students get the chance to gain a sufficient command of the language and to develop further within mainstream education.

With the NT2 programme, we offer students the possibility of ultimately obtaining a havo or vwo diploma.

Read **HERE** more about our internationally oriented education.

## 2.3 Lower years mavo, havo, vwo

### MAVO YEAR 1 AND 2

The mavo department of Haarlemmermeer Lyceum Bilingual is characterised by the great involvement of staff and the strong pedagogical guidance within the department. Students are encouraged to get the best out of themselves, with attention paid not only to performance, but also to the student behind the results.

Within the Junior programme of the bilingual mavo, we organise various activities aimed at strengthening English language proficiency and increasing confidence in the use of English. In year 1, students take part in the 'Immersion Camp', where they are immersed in the English language for several days. In addition, this camp is focused on getting acquainted and group formation, so that students get to know each other and their mentor better.

After the first year, students progress to mavo-2. In addition to the subjects from the first year, in this year students also follow German, economics and physics. There is also a trip to Normandy on the programme, during which students further develop their international and cultural outlook.

At the end of mavo-2, students choose a profile. They can choose from four different profiles: Economics, Care & Welfare, Technology/Green. The careers counsellor plays an important role in the choice process. The careers counsellor guides students and parent(s)/guardian(s) with profile and subject choices, follow-up studies and progression options, such as mbo or havo.

### HAVO AND VWO YEAR 1, 2 EN 3

Within the Junior programme of bilingual havo and bilingual vwo, we organise various activities aimed at stimulating the use of the English language and further developing language proficiency. In year 1, students take part in the 'Immersion Camp', where they are immersed in the English language for several days. In addition, this camp is focused on getting acquainted and group formation, so that students get to know each other and their mentor better.

In year 2, a study trip to Normandy is organised. In addition to the cultural programme, the emphasis during this trip is on group formation, personal development and international orientation.

Year 3 of havo and vwo forms the preparation for the upper years. During mentor lessons, students, under the guidance of the careers counsellor and mentor, pay attention to career orientation, profile choice and putting together a suitable subject package. At the end of the third year, students make a final choice for one of the four profiles: Culture & Society (CM), Economics & Society (EM), Nature & Health (NG) or Nature & Technology (NT). This applies to both havo and vwo.

In January, the careers counsellors and mentors organise a project week centred on the profile choice. During this week, students get acquainted with the different profiles and subjects. At the end of the project week, students make a provisional profile choice. The teachers then give a subject recommendation. On the basis of results, teacher recommendations and a provisional choice, the definitive profile is established in the third period.

In addition, in year 3 of havo and vwo, students take part in an exchange with one of our European partner schools, within the framework of Erasmus+. During these exchanges, students get acquainted with another European culture and language. At the same time, they develop important skills, such as independence, collaboration and intercultural communication.

|                                                            |                                                          |
|------------------------------------------------------------|----------------------------------------------------------|
| <b>1 Two schools, one Haarlemmermeer Lyceum</b>            | 7.2 Holiday schedule and annual calendar                 |
| 1.1 Mission and vision                                     | 7.3 Leave requests                                       |
| 1.2 Competent authority                                    | <b>8 Agreements regarding pedagogical conduct</b>        |
| <b>2 Our education</b>                                     | 8.1 General agreements                                   |
| 2.1 Educational offering                                   | 8.2 Policy regarding alcohol/drugs                       |
| 2.2 NT2 for multilingual students                          | 8.3 Agreements regarding Physical Education (PE) lessons |
| 2.3 Lower years mavo, havo, vwo                            | 8.4 Sent out of class: what now?                         |
| 2.4 Upper years mavo, havo, vwo                            | 8.5 Late to school: how does that work?                  |
| 2.5 Admission criteria                                     | 8.6 Ill or absent: how do you check in and out?          |
| 2.6 Lesson table 2026-2027, subject abbreviations          | 8.7 Truancy                                              |
| <b>3 Reporting</b>                                         | 8.8 Use of computer facilities                           |
| 3.1 How are the report grades determined?                  | 8.9 Pedagogical measures, suspension and expulsion       |
| 3.2 Promotion standards                                    | 8.10 Insurance and liability                             |
| 3.3 Individual Learning Plan (ILP) meetings                | 8.11 School pass and school locker                       |
| <b>4 Quality</b>                                           | 8.12 Privacy, portrait rights and GDPR                   |
| 4.1 Quality policy                                         | 8.13 Student charter                                     |
| 4.2 Inspectorate of Education                              | <b>9 School costs</b>                                    |
| 4.3 Results                                                | 9.1 Voluntary parental contribution                      |
| <b>5 Student guidance and student support</b>              | 9.2 Free schoolbooks                                     |
| 5.1 Student tracking system                                | 9.3 Outsourcing agreements                               |
| 5.2 Mentors                                                | <b>10 Contact and organisation</b>                       |
| 5.3 Student support                                        | 10.1 Organisation Haarlemmermeer Lyceum Bilingual        |
| 5.4 Social safety                                          | 10.2 Complaints                                          |
| <b>6 Participation and co-determination</b>                |                                                          |
| 6.1 Participation Council                                  |                                                          |
| 6.2 Parents' Council                                       |                                                          |
| 6.3 Student Council                                        |                                                          |
| 6.4 Sounding board groups                                  |                                                          |
| <b>7 Lesson times, annual calendar, holidays and leave</b> |                                                          |
| 7.1 Lesson times Haarlemmermeer Lyceum Bilingual           |                                                          |

## 2.4 Upper years mavo, havo, vwo

### MAVO YEAR 3 AND 4

The upper years of the mavo form a single whole in which students work step by step towards the final exam. In mavo-4, students conclude their school career with the Central Final Exam. In the upper years of the mavo, students take both tests and school exams.

In mavo-3, exam material is already covered in many subjects and students take school exams (SEs) in various subjects that count towards the final exam. At the end of mavo-3, students make a definitive choice in their subject package for the exam year. The content of the exam programme is laid down in the Programme of Testing and Completion (PTA) and the exam regulations. These describe the requirements that students must meet during the upper years. At the start of mavo-3, students receive extensive information about the exam programme. **HERE** you will find, under the heading 'PTA & Exam regulations', the PTA (Programme of Testing and Completion) and the exam regulations. These describe precisely what the requirements are for the student in the upper years of the mavo.

The careers counsellor plays an important role in the choice process towards mbo or havo. By means of information sessions, visits to programmes and open days, and conversations with students and parents, students are guided in making a well-considered choice for their follow-up study.

In the third year, our mavo students complete the PTA (Programme of Testing and Completion) for the subject English. This gives them the possibility, in the fourth



year, to follow the PTA English at havo level and thus to complete the subject English at havo level during the Central Exam. This is a unique opportunity that we are able to offer our students. Incidentally, students also retain the possibility of taking the final exam at mavo level.

In addition, in year 4, mavo students can take part in the Cambridge FCE exam (First Certificate in English, also known as B2 First). After passing this exam, the student receives an internationally recognised certificate demonstrating that English is mastered at level B2 of the Common European Framework. This level corresponds to the level that is usually reached by regular vwo students.

We aim to have all mavo students take part in the exchange programme in year 3.

After obtaining the mavo diploma, all students also receive a certificate for bilingual education.

### YEAR 4 AND 5 HAVO AND 3 THROUGH 6 VWO

The upper years of havo and vwo form a single whole in which students work step by step towards the final exam. In havo-5 and vwo-6, students conclude their school career with the Central Final Exam.

In the upper years, students take both tests and school exams. In the pre-exam classes, exam material is already covered in many subjects and students take school exams (SEs) in various subjects that count towards the final exam. The content of the exam programme is laid down in the Programme of Testing and Completion (PTA) and the exam regulations. These describe the requirements that students must meet during the upper years. At the start of havo-4 and vwo-4, students receive extensive information about the Second Phase and the exam programme. **HERE** you will find, under the heading 'PTA & Exam regulations', the PTA (Programme of Testing and Completion) and the exam regulations. These describe precisely what the requirements are for the student in the upper years of havo and vwo.



|                                                            |                                                          |
|------------------------------------------------------------|----------------------------------------------------------|
| <b>1 Two schools, one Haarlemmermeer Lyceum</b>            | <b>7.2</b> Holiday schedule and annual calendar          |
| 1.1 Mission and vision                                     | 7.3 Leave requests                                       |
| 1.2 Competent authority                                    | <b>8 Agreements regarding pedagogical conduct</b>        |
| <b>2 Our education</b>                                     | 8.1 General agreements                                   |
| 2.1 Educational offering                                   | 8.2 Policy regarding alcohol/drugs                       |
| 2.2 NT2 for multilingual students                          | 8.3 Agreements regarding Physical Education (PE) lessons |
| 2.3 Lower years mavo, havo, vwo                            | 8.4 Sent out of class: what now?                         |
| 2.4 Upper years mavo, havo, vwo                            | 8.5 Late to school: how does that work?                  |
| 2.5 Admission criteria                                     | 8.6 Ill or absent: how do you check in and out?          |
| 2.6 Lesson table 2026-2027, subject abbreviations          | 8.7 Truancy                                              |
| <b>3 Reporting</b>                                         | 8.8 Use of computer facilities                           |
| 3.1 How are the report grades determined?                  | 8.9 Pedagogical measures, suspension and expulsion       |
| 3.2 Promotion standards                                    | 8.10 Insurance and liability                             |
| 3.3 Individual Learning Plan (ILP) meetings                | 8.11 School pass and school locker                       |
| <b>4 Quality</b>                                           | 8.12 Privacy, portrait rights and GDPR                   |
| 4.1 Quality policy                                         | 8.13 Student charter                                     |
| 4.2 Inspectorate of Education                              | <b>9 School costs</b>                                    |
| 4.3 Results                                                | 9.1 Voluntary parental contribution                      |
| <b>5 Student guidance and student support</b>              | 9.2 Free schoolbooks                                     |
| 5.1 Student tracking system                                | 9.3 Outsourcing agreements                               |
| 5.2 Mentors                                                | <b>10 Contact and organisation</b>                       |
| 5.3 Student support                                        | 10.1 Organisation Haarlemmermeer Lyceum Bilingual        |
| 5.4 Social safety                                          | 10.2 Complaints                                          |
| <b>6 Participation and co-determination</b>                |                                                          |
| 6.1 Participation Council                                  |                                                          |
| 6.2 Parents' Council                                       |                                                          |
| 6.3 Student Council                                        |                                                          |
| 6.4 Sounding board groups                                  |                                                          |
| <b>7 Lesson times, annual calendar, holidays and leave</b> |                                                          |
| 7.1 Lesson times Haarlemmermeer Lyceum Bilingual           |                                                          |

From year 4, havo and vwo students follow the Senior programme of bilingual education. Within this programme, various subjects are offered in English, including Global Citizenship (GC), Cultural and Artistic Education (CKV), physical education and social studies. Students in havo-4 and havo-5 follow the integrated subject English/IB-English. IB stands for International Baccalaureate.

Vwo students follow the pre-IB programme in year 4. After completing vwo-4, students choose whether they continue with the integrated programme English/IB-English or opt for the regular subject English.

Students who follow the integrated programme English/IB-English can, in addition to the regular national diploma for the subject English, also obtain the IB certificate. Students with IB-English (International Baccalaureate) in their package also write their profile project (profielwerkstuk) in English.

The IB-English Certificate is internationally recognised and therefore offers advantages in our students' later lives. In the subject, attention is paid in an academic manner to the question of how texts in both literary and modern (multimedia) forms influence us. Topics such as propaganda, gender and ethnic stereotypes are thus addressed, and the role of mass media is critically examined.

For students in the upper years of havo or vwo, there is also the possibility to obtain a Cambridge certificate. In addition, students with French in their package can obtain a DELF certificate, and students with Chinese an HSK certificate.

Students in vwo-4 and havo-4 have the possibility to take part in one of the city trips. During the trip, students carry out an assignment for the subject Global Citizenship. In vwo-5, students with the subject Chinese can take part in an exchange with a school in China. After completing the entire bilingual programme, the student receives a school certificate for bilingual education.

## 2.5 Admission criteria

The starting point for admission and placement is the recommendation of the primary school. To be placed at Haarlemmermeer Lyceum Bilingual, a student must have received a mavo, havo or vwo recommendation from the primary school. There is a lottery procedure in Haarlemmermeer. This means that a lottery takes place if the applications at one or more secondary schools give cause for this. [HERE](#) you can read more about the application procedure for our school.



|                                                            |                                                          |
|------------------------------------------------------------|----------------------------------------------------------|
| <b>1 Two schools, one Haarlemmermeer Lyceum</b>            | 7.2 Holiday schedule and annual calendar                 |
| 1.1 Mission and vision                                     | 7.3 Leave requests                                       |
| 1.2 Competent authority                                    | <b>8 Agreements regarding pedagogical conduct</b>        |
| <b>2 Our education</b>                                     | 8.1 General agreements                                   |
| 2.1 Educational offering                                   | 8.2 Policy regarding alcohol/drugs                       |
| 2.2 NT2 for multilingual students                          | 8.3 Agreements regarding Physical Education (PE) lessons |
| 2.3 Lower years mavo, havo, vwo                            | 8.4 Sent out of class: what now?                         |
| 2.4 Upper years mavo, havo, vwo                            | 8.5 Late to school: how does that work?                  |
| 2.5 Admission criteria                                     | 8.6 Ill or absent: how do you check in and out?          |
| 2.6 Lesson table 2026-2027, subject abbreviations          | 8.7 Truancy                                              |
| <b>3 Reporting</b>                                         | 8.8 Use of computer facilities                           |
| 3.1 How are the report grades determined?                  | 8.9 Pedagogical measures, suspension and expulsion       |
| 3.2 Promotion standards                                    | 8.10 Insurance and liability                             |
| 3.3 Individual Learning Plan (ILP) meetings                | 8.11 School pass and school locker                       |
| <b>4 Quality</b>                                           | 8.12 Privacy, portrait rights and GDPR                   |
| 4.1 Quality policy                                         | 8.13 Student charter                                     |
| 4.2 Inspectorate of Education                              | <b>9 School costs</b>                                    |
| 4.3 Results                                                | 9.1 Voluntary parental contribution                      |
| <b>5 Student guidance and student support</b>              | 9.2 Free schoolbooks                                     |
| 5.1 Student tracking system                                | 9.3 Outsourcing agreements                               |
| 5.2 Mentors                                                | <b>10 Contact and organisation</b>                       |
| 5.3 Student support                                        | 10.1 Organisation Haarlemmermeer Lyceum Bilingual        |
| 5.4 Social safety                                          | 10.2 Complaints                                          |
| <b>6 Participation and co-determination</b>                |                                                          |
| 6.1 Participation Council                                  |                                                          |
| 6.2 Parents' Council                                       |                                                          |
| 6.3 Student Council                                        |                                                          |
| 6.4 Sounding board groups                                  |                                                          |
| <b>7 Lesson times, annual calendar, holidays and leave</b> |                                                          |
| 7.1 Lesson times Haarlemmermeer Lyceum Bilingual           |                                                          |

## 2.6 LESSON TABLE 2026-2027, Years 1, 2 en 3

| Klas             | BMH1 | BHVn1 | BHV1 | BV1 | BM2 | BH2 | BHVn2 | BV2 | BM3 | BH3 | BHn3 | BVn3 | BV3 |
|------------------|------|-------|------|-----|-----|-----|-------|-----|-----|-----|------|------|-----|
| <b>Vak</b>       |      |       |      |     |     |     |       |     |     |     |      |      |     |
| 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   |     |
| rek              | 1    | 1     | 1    | 1   |     |     |       |     |     |     |      |      |     |
| rek/gecijferheid |      |       |      |     |     |     |       |     | 1   |     |      |      |     |
| schk             |      |       |      |     |     |     |       |     |     | 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   |

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

The lessons last 45 minutes.

- 1 **Two schools, one Haarlemmermeer Lyceum**
  - 1.1 Mission and vision
  - 1.2 Competent authority
- 2 **Our education**
  - 2.1 Educational offering
  - 2.2 NT2 for multilingual students
  - 2.3 Lower years mavo, havo, vwo
  - 2.4 Upper years mavo, havo, vwo
  - 2.5 Admission criteria
  - 2.6 Lesson table 2026-2027, subject abbreviations
- 3 **Reporting**
  - 3.1 How are the report grades determined?
  - 3.2 Promotion standards
  - 3.3 Individual Learning Plan (ILP) meetings
- 4 **Quality**
  - 4.1 Quality policy
  - 4.2 Inspectorate of Education
  - 4.3 Results
- 5 **Student guidance and student support**
  - 5.1 Student tracking system
  - 5.2 Mentors
  - 5.3 Student support
  - 5.4 Social safety
- 6 **Participation and co-determination**
  - 6.1 Participation Council
  - 6.2 Parents' Council
  - 6.3 Student Council
  - 6.4 Sounding board groups
- 7 **Lesson times, annual calendar, holidays and leave**
  - 7.1 Lesson times Haarlemmermeer Lyceum Bilingual
- 8 **Agreements regarding pedagogical conduct**
  - 8.1 General agreements
  - 8.2 Policy regarding alcohol/drugs
  - 8.3 Agreements regarding Physical Education (PE) lessons
  - 8.4 Sent out of class: what now?
  - 8.5 Late to school: how does that work?
  - 8.6 Ill or absent: how do you check in and out?
  - 8.7 Truancy
  - 8.8 Use of computer facilities
  - 8.9 Pedagogical measures, suspension and expulsion
  - 8.10 Insurance and liability
  - 8.11 School pass and school locker
  - 8.12 Privacy, portrait rights and GDPR
  - 8.13 Student charter
- 9 **School costs**
  - 9.1 Voluntary parental contribution
  - 9.2 Free schoolbooks
  - 9.3 Outsourcing agreements
- 10 **Contact and organisation**
  - 10.1 Organisation Haarlemmermeer Lyceum Bilingual
  - 10.2 Complaints
- 7.2 Holiday schedule and annual calendar
- 7.3 Leave requests

# 2.7 LESSON TABLE 2026-2027, Years 4, 5 en 6

| Klas            | BM4 | BH4 | BV4 | BH5 | BV5 | BV6 |
|-----------------|-----|-----|-----|-----|-----|-----|
| <b>Vak</b>      |     |     |     |     |     |     |
| 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              | 3   |     |     |     |     |     |
| en havo pathway | 4   |     |     |     |     |     |
| enib            |     | 5   | 4   | 5   | 5   |     |
| en ibhl/ibsl    |     |     |     |     |     | 5   |
| entl            |     |     |     | 3   |     | 3   |
| fa              | 4   |     |     |     |     |     |
| fatl            |     | 4   | 3   | 4   | 3   | 3   |
| gc              |     | 2   | 1   |     | 1   |     |
| ges             |     | 3   | 3   | 3   | 3   | 3   |
| gs              | 4   |     |     |     |     |     |
| inft            | 4   |     |     |     |     |     |
| ibhl            |     |     |     |     |     | 5   |
| ibsl            |     |     |     |     |     | 4   |
| inft            | 4   |     |     |     |     |     |
| kua             |     | 1   | 1   | 2   | 1   | 2   |
| kubv            | 4   | 2   | 2   | 2   | 2   |     |
| kudr            |     | 2   | 2   | 2   | 2   |     |

| Klas       | BM4 | BH4 | BV4 | BH5 | BV5 | BV6 |
|------------|-----|-----|-----|-----|-----|-----|
| <b>Vak</b> |     |     |     |     |     |     |
| lo         | 1   | 2   | 2   | 1   | 2   | 1   |
| lo2        | 4   |     |     |     |     |     |
| 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



The lessons last 45 minutes.

|                                                            |                                                          |
|------------------------------------------------------------|----------------------------------------------------------|
| <b>1 Two schools, one Haarlemmermeer Lyceum</b>            | <b>7.2 Holiday schedule and annual calendar</b>          |
| 1.1 Mission and vision                                     | 7.3 Leave requests                                       |
| 1.2 Competent authority                                    | <b>8 Agreements regarding pedagogical conduct</b>        |
| <b>2 Our education</b>                                     | 8.1 General agreements                                   |
| 2.1 Educational offering                                   | 8.2 Policy regarding alcohol/drugs                       |
| 2.2 NT2 for multilingual students                          | 8.3 Agreements regarding Physical Education (PE) lessons |
| 2.3 Lower years mavo, havo, vwo                            | 8.4 Sent out of class: what now?                         |
| 2.4 Upper years mavo, havo, vwo                            | 8.5 Late to school: how does that work?                  |
| 2.5 Admission criteria                                     | 8.6 Ill or absent: how do you check in and out?          |
| 2.6 Lesson table 2026-2027, subject abbreviations          | 8.7 Truancy                                              |
| <b>3 Reporting</b>                                         | 8.8 Use of computer facilities                           |
| 3.1 How are the report grades determined?                  | 8.9 Pedagogical measures, suspension and expulsion       |
| 3.2 Promotion standards                                    | 8.10 Insurance and liability                             |
| 3.3 Individual Learning Plan (ILP) meetings                | 8.11 School pass and school locker                       |
| <b>4 Quality</b>                                           | 8.12 Privacy, portrait rights and GDPR                   |
| 4.1 Quality policy                                         | 8.13 Student charter                                     |
| 4.2 Inspectorate of Education                              | <b>9 School costs</b>                                    |
| 4.3 Results                                                | 9.1 Voluntary parental contribution                      |
| <b>5 Student guidance and student support</b>              | 9.2 Free schoolbooks                                     |
| 5.1 Student tracking system                                | 9.3 Outsourcing agreements                               |
| 5.2 Mentors                                                | <b>10 Contact and organisation</b>                       |
| 5.3 Student support                                        | 10.1 Organisation Haarlemmermeer Lyceum Bilingual        |
| 5.4 Social safety                                          | 10.2 Complaints                                          |
| <b>6 Participation and co-determination</b>                |                                                          |
| 6.1 Participation Council                                  |                                                          |
| 6.2 Parents' Council                                       |                                                          |
| 6.3 Student Council                                        |                                                          |
| 6.4 Sounding board groups                                  |                                                          |
| <b>7 Lesson times, annual calendar, holidays and leave</b> |                                                          |
| 7.1 Lesson times Haarlemmermeer Lyceum Bilingual           |                                                          |

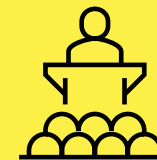
# SUBJECT ABBREVIATIONS

## Lower years

|      |                                 |
|------|---------------------------------|
| 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 | Art Visual 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  | Theatre                         |
| wi   | Mathematics                     |
| rek  | Arithmetic                      |

## Upper years

|                 |                                           |                   |                                             |
|-----------------|-------------------------------------------|-------------------|---------------------------------------------|
| ak              | Geography                                 | kudr              | Art Drama                                   |
| be              | Business Economics                        | lo                | Physical Education                          |
| bi              | Biology                                   | lo2               | Physical Education 2                        |
| biol            | Biology                                   | ma                | Social Studies                              |
| cat             | Choice Activity Time                      | maat              | Social Studies                              |
| chtc            | Chinese Language and Culture              | mr                | Mentor hour                                 |
| ckv             | Cultural and Artistic Education           | nat               | Physics                                     |
| du              | German                                    | ne                | Dutch                                       |
| dutl            | German Language and Literature            | netl              | Dutch Language and Literature               |
| ec              | Economics                                 | nsk1              | Physics (nsk1)                              |
| econ            | Economics                                 | nsk2              | Chemistry (nsk2)                            |
| en              | English                                   | pws               | Profile project                             |
| en havo pathway | English havo programme and exam           | rek               | Arithmetic                                  |
| enib            | English IB                                | rek/gecijferdheid | Arithmetic for students without mathematics |
| en ibhl/ibsl    | English IB higher level or standard level | schk              | Chemistry                                   |
| entl            | English Language and Literature           | wi                | Mathematics                                 |
| fa              | French                                    | wisa              | Mathematics A                               |
| fatl            | French Language and Literature            | wisb              | Mathematics B                               |
| gc              | Global Citizenship                        | wisc              | Mathematics C                               |
| ges             | History                                   | wisd              | Mathematics D                               |
| gs              | History                                   |                   |                                             |
| ibhl            | English IB higher level                   |                   |                                             |
| ibsl            | English IB standard level                 |                   |                                             |
| inft            | Information Technology                    |                   |                                             |
| kua             | Art General                               |                   |                                             |
| kubv            | Art Visual Arts                           |                   |                                             |



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| 3.3 Individual Learning Plan (ILP) meetings                | 8.10 Insurance and liability                             |
| <b>4 Quality</b>                                           | 8.11 School pass and school locker                       |
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| 4.2 Inspectorate of Education                              | 8.13 Student charter                                     |
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# 3

## Reporting

### 3.1 How are the report grades determined?

Within Haarlemmermeer Lyceum Bilingual we work with a rolling average. This means that all grades that students obtain during the school year count towards the final report. The first three report grades are rounded to one decimal place. On the final report, the grades are rounded to whole grades. New grades become visible daily in Magister between 4:00 PM and 8:00 PM. During test weeks, the grades for the relevant period are temporarily not visible to students and parent(s)/guardian(s).

### 3.2 Promotion standards

The current promotion standards can be found [HERE](#). Students whose progression may be in jeopardy are informed about this in the spring. The final report is decisive for progression to the next year and is based on all results obtained during the school year.

### 3.3 Individual Learning Plan (ILP) meetings

At Haarlemmermeer Lyceum Bilingual we organise ILP meetings twice a year with the student, parent(s)/guardian(s) and mentor. During these meetings, goals are discussed to stimulate the further development and growth of the student. You can register for these meetings via [schoolgesprek.nl](#) You will be informed about this in more detail.

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# 4

## Quality

### 4.1 Quality policy

Dunamare Onderwijs and Haarlemmermeer Lyceum Bilingual devote a great deal of attention to quality assurance. Our school plan contains a description of the systematic approach with regard to quality and of the policy plans of our school.

DOWNLOAD OUR  
SCHOOLPLAN [HERE](#)



### 4.2 Inspectorate of Education

On behalf of the central government, the Inspectorate of Education supervises education in the Netherlands. For this purpose, the education inspectorate carries out school visits and annually makes an analysis of the yields/educational results of all schools.

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

### 4.3 Resultaten

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

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# 5

## Student guidance and student support



### 5.1 Student tracking system

At Haarlemmermeer Lyceum Tweetalig we work with the student tracking system Magister. In this system, important data about students is recorded, such as report grades, recommendations for the learning pathway to be followed, data from the primary school and information about extra support, such as dyslexia or dyscalculia declarations. Relevant contacts with care providers can also be included in it.

A privacy policy applies to the student tracking system that safeguards the security and confidentiality of the data.

### 5.2 Mentors

Each student is assigned a mentor who is responsible for personal guidance and support throughout the school year. The mentor is the first point of contact for students and parent(s)/guardian(s) and guides the student with the general state of affairs within the class and at school.

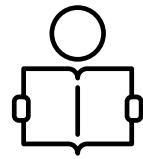
The mentor supports students in learning to plan and study, discusses school results and maintains contact with parent(s)/guardian(s) where necessary. In doing so, the mentor receives information from subject teachers about the student's progress and development.

In addition, the mentor plays an important role in the group process within the class. The mentor contributes to a pleasant and safe learning climate in which students

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feel seen and supported. The mentor is also, where possible, involved in excursions, project weeks and cultural activities.



### 5.3 Student support

Haarlemmermeer Lyceum Tweetalig has a student support coordinator. The coordinator works together with teachers, mentors, internal specialists and external experts. Internal support includes, among others, dyslexia coaches, plus-mentors and inclusive education counsellors. In addition, the school works together with external specialists, such as the compulsory education officer, the school doctor, the school coach and the school social work service.

The student support coordinator, together with the inclusive education counsellors, the school coach, the compulsory education officer and the school doctor, forms the Student Support Advisory Team (ATL). This team meets several times a year to discuss students with complex support needs. Where necessary, the ATL can quickly refer students to appropriate care outside the school.

Within the framework of Inclusive Education, Haarlemmermeer Lyceum Tweetalig offers tailored solutions to students with specific support needs. This may consist of individual guidance, supportive aids in class, such as a laptop or adapted teaching material, and guidance within the support facility (trajectvoorziening). Students can turn to this facility when they are temporarily unable to work in the classroom.

Haarlemmermeer Lyceum is part of the Amstelland and de Meerlanden Partnership (SWVAM). Should there be students for whom we can no longer offer suitable education, then a suitable solution is sought together with **SWVAM**.

#### DYSLEXIA

Within Haarlemmermeer Lyceum Tweetalig we take students with a dyslexia declaration into account in various ways. For example, students can be given extra time for tests and exams.

Our **dyslexia policy** is aimed at supporting students in developing skills to deal well with their dyslexia. In this way, we prepare students as well as possible not only for the final exam, but also for their further school career and future



#### TRAININGS

Several times a year, trainings are offered for smaller groups of students, such as, for example, fear-of-failure reduction training.

#### SCHOOL SOCIAL WORK, SCHOOL COACH AND SCHOOL DOCTOR

Two external care providers work at the school: a school social worker and a school coach. They are present at fixed times and offer support to students who get stuck at school or in the home situation due to socio-emotional problems.

When necessary, the care providers can refer students to appropriate external facilities. Students can, after registration by the student support coordinator, make use of this support within the school. In addition, students with strikingly high absence due to illness can, at the school's instruction, be summoned for a conversation with the school doctor of the GGD.

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### SCHOOL SUPPORT PROFILE (SOP)

#### 1. The Dynamic Triangle: School – Parents – Student

Within Haarlemmermeer Lyceum Tweetalig, intensive cooperation between school, parent(s)/guardian(s) and student is central. This cooperation, also referred to as the 'dynamic triangle', contributes to optimal development of the student, especially when extra support is needed.

Good communication between school and home plays an important role in this and supports students' socio-emotional functioning, work attitude and learning performance. School and parent(s)/guardian(s) are seen as equal partners, whereby parent(s)/guardian(s) have a duty to provide information and the school has an obligation to make every effort. The mentor fulfils a connecting role in this.

#### 2. Vision and support

Haarlemmermeer Lyceum Tweetalig strives to offer (almost) all students suitable education within the classroom. The student support focuses both on the cognitive and on the socio-emotional development of students. A safe and positive pedagogical climate forms the basis for this.

Teachers play an important role in identifying support needs and possess the pedagogical and didactic skills to guide students in this. When extra support is needed from specialists outside the classroom, it is always aimed at a successful return to good functioning within the classroom.

#### 3. Inclusive Education Act

Haarlemmermeer Lyceum Tweetalig is part of the Secondary Education Partnership Amstelland and de Meerlanden (SVWAM). This cooperation aims to provide every student with a suitable educational place, preferably close to home. If necessary, alternative solutions are sought together with the partnership when Haarlemmermeer Lyceum Tweetalig can no longer offer suitable education.

#### 4. Support structure

When a teacher or mentor picks up certain signals, such as reduced performance or absence, it is first investigated what is going on. If this investigation provides insufficient clarity, the mentor discusses the situation during the mentor consultation with the student coordinator. When no suitable solution is found there either, the student is discussed within the student support consultation. Together, the team examines which support or follow-up steps are needed.

Within our school, we distinguish three levels of support:

- basic support;
- basic-plus support;
- individual guidance.

#### 4.1 Basic support

For all students, we offer a solid foundation of support within the school. The mentor is the first point of contact for students and parents/guardians. The mentor guides students with planning, overview and social functioning at school.

During mentor lessons, we pay attention to study skills, collaboration and how students interact with one another. In addition, we provide information about themes such as bullying, social media, stress and substance use.

The careers counsellor and subject teachers also support students in their development. The careers counsellor guides students with career orientation and profile choice. Subject teachers help students with the lesson material and provide extra explanation when that is needed.



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### 4.2 Basic-plus support

Some students temporarily or structurally need extra support. That is why we offer additional guidance in the form of trainings, coaching and extra support with schoolwork. Among other things, we offer fear-of-failure reduction trainings, dyslexia and dyscalculia guidance and support for (highly) gifted students.

In addition, students can take part in CAT hours (Choice Activity Time). These are extra lessons in which students can work, under the guidance of teachers, on subjects for which extra support is needed. Students can register themselves or be registered by their mentor. There is also the possibility of taking tutoring, for a fee, from upper-year students.



### 4.3 Individual guidance

When a student has a need for more personal guidance, various forms of support are possible within our school. For example, students can turn to the confidential counsellor in situations involving transgressive behaviour. The anti-bullying coordinator also supports students with bullying situations inside and outside the classroom. Some students receive guidance from a plus-mentor. This person offers extra support when the regular mentor guidance is insufficient, but intensive guidance is not yet necessary.

In addition, our school has a support facility (trajectvoorziening). Here, inclusive education counsellors offer individual guidance to students who have a need for it. The support facility offers a quiet workspace at school with a fixed counsellor. Goals are drawn up together, which are laid down in a development perspective plan (OPP).

### 5. Third Line – External Specialists

We work together with various external specialists:

- **Compulsory education officer:** involved in absence and tailored trajectories.
- **School doctor:** medical advice, consultation with practitioners.
- **School coach and school social work (SMW) of iHub:** support with home situation, upbringing, personal problems.
- **Youth worker of Meerwaarde:** identification of problems outside school, mediation, strengthening of cooperation between school and youth work.
- If necessary, external help via the general practitioner is advised.

These professionals, together with internal coordinators, form the Student Support Advisory Team (ATL), which meets five times a year to discuss intensive cases and to organise quick referral.

### 6. STUDENTS WHO NEED EXTRA GUIDANCE DUE TO A PHYSICAL DISABILITY OR DISORDER

Some students need extra guidance or support due to a physical disability. Within Haarlemmermeer Lyceum Tweektalig, we examine per student what support is possible. However, some preconditions apply. A student must meet the school's admission criteria and be deemed capable of achieving the final attainment targets of the programme. In addition, we expect students to be able to follow the regular classroom lessons within the existing form of education and that they do not hinder fellow students in their learning process. A student must also be able to move independently within the school building and between the classrooms, without specific facilities being needed for this.

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## 5.4 Sociale safety

Within Haarlemmermeer Lyceum Tweetalig, social safety is a high priority. We consider it important that students feel safe at school and treat one another with respect. Agreements about this are laid down in, among others, the student charter and the anti-bullying protocol. Both the [bullying protocol](#) and the [student charter](#) can be found on the website.

Our school has a well-developed support team and is in contact with various municipal institutions, such as the police and youth work. Together with other secondary schools, the municipality of Haarlemmermeer, the police and the Halt Foundation, we have signed the Safe In and Around School Covenant (VIOS). With this, we work jointly on a consistent approach with regard to, for example, drugs, nuisance and weapons.



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# 6

## Participation and co-determination

### 6.1 Participation Council (MR)

Within Haarlemmermeer Lyceum Tweetalig, a Participation Council (MR) is active. In this council, parents, students, teachers and educational support staff are represented. Together they contribute their thoughts on the policy and development of the school.

The MR represents the interests of the various groups within the school community. The council has the right of consent, advice and information on topics such as the school plan, the school guide, the personnel policy and the spending of resources. In addition, the MR can also make proposals itself to further improve education and the school climate.

The cooperation between the MR and the school management is based on openness, involvement and mutual trust. Information about the composition of the council and the regulations can be found on the school website. Minutes of meetings are available via Magister for parents and students and via Teams for staff.

Contact Participation Council  
Haarlemmermeer Lyceum Tweetalig:  
[mrtweetalig@haarlemmermeerlyceum.nl](mailto:mrtweetalig@haarlemmermeerlyceum.nl)

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6.2 Parents’ Council

Within Haarlemmermeer Lyceum Tweetalig, an active parents’ council is involved in the school. The parents’ council organises various activities and extras for students throughout the school year. Think, for example, of a Sinterklaas gift, the sandwich day, fruit during sports days, attention for exam students and an ice cream at the end of the school year. These activities are made possible by a voluntary parental contribution of €12.50 per child. The parents’ council consists of approximately 11 parents. Parents can register as a member of the parents’ council or as a helper parent to provide support with activities throughout the school year. For more information or if interested, parents can get in touch via [ouderraad@haarlemmermeerlyceum.nl](mailto:ouderraad@haarlemmermeerlyceum.nl).

6.3 Student Council

The student council of Haarlemmermeer Lyceum Tweetalig looks after the interests of students and organises activities for all students of our school. Every student is free to join the student council. The student council can be reached via email address [leerlingenraadtweetalig@haarlemmermeerlyceum.nl](mailto:leerlingenraadtweetalig@haarlemmermeerlyceum.nl)

6.4 Sounding board groups

At Haarlemmermeer Lyceum, we are convinced that contact between students, parents/guardians and school is essential. We therefore organise a number of moments throughout the year at which we can enter into conversation with one another.



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# 7

## Lesson times, holiday schedule, annual calendar

### 7.1 Lesson times Haarlemmermeer Lyceum Tweetalig

| Lesson times | 1st   | 08.30 - 09.15 |
|--------------|-------|---------------|
|              | 2nd   | 09.15 - 10.00 |
|              | 3rd   | 10:00 - 10.45 |
|              | break | 10.45 - 11.15 |
|              | 4th   | 11.15 - 12.00 |
|              | 5th   | 12.00 - 12.45 |
|              | break | 12.45 - 13.15 |
|              | 6th   | 13.15 - 14.00 |
|              | 7th   | 14.00 - 14.45 |
|              | 8th   | 14.45 - 15.30 |
|              | 9th   | 15.30 - 16.15 |
|              | 10th  | 16.15 - 17.00 |

| Lesson times with shortened timetable | 1st   | 08.30 - 09.00 |
|---------------------------------------|-------|---------------|
|                                       | 2nd   | 09.00 - 09.30 |
|                                       | 3rd   | 09.30 - 10.00 |
|                                       | break | 10.00 - 10.15 |
|                                       | 4th   | 10.15 - 10.45 |
|                                       | 5th   | 10.45 - 11.15 |
|                                       | break | 11.15 - 11.45 |
|                                       | 6th   | 11.45 - 12.15 |
|                                       | 7th   | 12.15 - 12.45 |
|                                       | 8th   | 12.45 - 13.15 |
|                                       | 9th   | 13.15 - 13.45 |
|                                       | 10th  | 13.45 - 14.15 |



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## 7.2 Holiday schedule and annual calendar

Both the **holiday schedule** and the most **current annual calendar** can be found on the website.

## 7.3 Leave requests

In special situations, it is possible to request extra leave. The government has established conditions for this. For example, a request for extra holiday leave must be submitted to the school management at least two months in advance.

Extra holiday leave is only granted when, due to the specific nature of the profession of one of the parents/guardians, it is not possible to go on holiday within the regular school holidays. In addition, an employer's statement must be attached showing that leave within the normal holiday periods is not possible.

Everything can be read on page 2 of the **leave form**. The completed and signed form can be handed in to the coordinator of the relevant department, after which the request is taken into consideration. The request is then assessed by the school. The school may reject a request with reasons given.

FOR EXEMPTION FROM LESSONS IN CONNECTION WITH STUDY-CHOICE ACTIVITIES, LEAVE CAN BE REQUESTED VIA OUR **LOB-WEBSITE**.

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# 8

## Agreements regarding pedagogical conduct

Within Haarlemmermeer Lyceum Tweetalig, we consider it important that students, parents and staff feel safe, welcome and respected. We strive for a pleasant learning environment in which everyone can develop to the fullest and comes to school with pleasure.

To make this possible, we work with clear agreements and expectations. These agreements contribute to a positive school climate in which respect, responsibility and cooperation are central.

### 8.1 General agreements

- Students behave respectfully towards all staff and one another. Students follow the instructions of all staff.
- At our school there is no place for racism, discrimination or violence, bullying, threatening and ignoring.
- Everyone takes note of the announcements that are distributed via Teams, Magister or by mail/letter.
- Every student naturally has with them, every lesson, the books, notebooks and other school materials required for the subject.
- We respect each other's personal space and belongings.
- We are on time for the lesson.
- Students' mobile phone, audio equipment and smartwatch are at home or in the locker for the

entire school day. In the event of unauthorised use, the school is authorised to confiscate equipment. After confiscation, the equipment can be collected at the end of the school day (from 4:15 PM) from the caretaker. After three violations, parents are asked to come and collect the phone.

- The use of a laptop/iPad is only permitted in the classroom at the teacher's instruction or in the Media Resource Centre and the study area (leerplein) on the 2nd floor.
- At school, the use of social media, streaming services, games and other non-lesson-related websites is not permitted.
- Staff use their mobile phone only to be able to carry out their duties in the service of education.

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- Making and publishing media, such as photos, videos and audio recordings, is only permitted with the consent of the school management and the persons involved. (See privacy/portrait rights at 8.12).
- We do not use chewing gum on the school grounds.
- The consumption of energy drinks and the ordering and consumption of fast food are not permitted in the school building.
- We do not wear headgear or face-covering clothing items in school. Wearing a headscarf is permitted.
- We do not leave bags and coats lying in corridors and study areas.
- We tidy up our own belongings and waste.
- During free periods, students are in the assembly hall or outside; not in the corridors.
- Students use the study areas to study.
- We keep the neighbourhood tidy and do not cause nuisance. We throw waste in the bins.
- The possession of weapons is prohibited.
- Smoking and vaping are not permitted in school and on the school grounds.
- The use and possession of alcohol and drugs is prohibited. (See 8.2 for more information).
- The possession or setting off of fireworks of any class is prohibited on or around the school.
- Bicycles are parked in the designated places.
- On the ramp, you may only walk with a bicycle in hand. Walking on the ramp without a bicycle is not permitted.
- Fatbikes are parked on the schoolyard in the place designated for this.
- Batteries of electric bicycles may not be charged in school.
- Only our students have access to the school and the school grounds. We do not bring unknown people with us without the permission of school staff.
- If no teacher is present after the start of the lesson, one student, after having waited at least five minutes, reports to the caretaker or the reception on behalf of the class. The other students remain – without causing nuisance – near the classroom and wait for instructions.



For safety reasons, (random) checks may take place of lockers, bags, coats, bicycle bags, storage spaces under (scooter) seats, etc.. In the event of criminal offences, the police are called in. Criminal offences are all acts and conduct that are punishable as a crime or offence under any Dutch statutory provision. This applies, for example, to fights, theft, intimidation, possession of weapons and/or drugs.

## 8.2 Policy regarding alcohol/drugs

- During school time and school activities, alcohol and drugs are prohibited. In the event of suspected use, a test may be carried out after consultation with parents.
- Violation of these agreements leads to immediate suspension. Parent(s)/guardian(s) are informed.
- In the case of external or foreign school activities, a violation may lead to exclusion from the activity. Parents are then responsible for the return of their child to the home address.
- Dealing in drugs/alcohol/weapons leads to definitive expulsion from school.

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### 8.3 Agreements regarding Physical Education (PE) lessons

- Students take part in all PE lessons. In the event of being unable to attend, this is reported in writing to the PE teacher by email by the parent(s)/guardian(s). In the event of prolonged absence, the teacher may decide to give the student a replacement assignment.
- For the PE lessons, clothing requirements apply in connection with safety. These clothing requirements are communicated by the teacher to the students and parent(s)/guardian(s).
- Valuable items are not taken to the changing room. Students leave these items at home or have the possibility of storing them in the locker. The school is not responsible for loss of or damage to valuable items that have been left behind in the changing room.

### 8.4 Sent out of class: now what?

When a student is sent out of class, the student collects a yellow card and fills it in. After the lesson, the teacher discusses with the student the reason for being removed from the lesson and the possible consequences of this. When a student has been sent out of class three times, parents/guardians are informed and a conversation may follow. In the case of more than three lesson removals, the student and the parents/guardians are invited for a conversation at school. In the case of a fourth lesson removal, a student may be excluded from lessons for one day, inside or outside school.

### 8.5 Late to school: how does that work?

When a student arrives late at school, the student reports to the reception or caretaker. The student then receives a late slip and goes directly to the classroom. The next school day, the student reports to school at 8:00 AM. Parents/guardians automatically receive an email about this via Magister.

When a student is of the opinion that they have a valid reason for being late, the student discusses this at a later time with the student coordinator of the relevant department. The discussion about this does not take place at the reception or with the caretaker. The late report is only removed afterwards when the student coordinator decides that there was a valid reason.

When a student has been late three times, the student coordinator gets in touch with the parents/guardians. It may then be decided that the student stays at school for several days until 5:00 PM.



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### 8.6 Ill or absent: how do you check out and back in?

When a student is ill, parents/guardians report this by telephone before 9:00 AM or via email

([verzuimtweetalig@haarlemmermeerlyceum.nl](mailto:verzuimtweetalig@haarlemmermeerlyceum.nl)).

The student's first and last name and the class must be reported. Absence reports that are passed on later than 24 hours after the missed lesson hours can no longer be processed. When the period of illness continues after a weekend, the student is reported ill again after the weekend by the parents/guardians.

Appointments with, for example, a general practitioner, orthodontist, psychologist or other external body are reported to the school by parents/guardians by telephone or email at least one day in advance.

When a student is reported ill for more than 80 lesson hours on an annual basis, the school gets in touch with the school doctor. Parents/guardians are informed about this.



### 8.7 Truancy

When a student plays truant, parents/guardians automatically receive an email about this via Magister. The student then reports to school at 8:00 AM on the next two school days. When a student plays truant more than fifteen times in twelve school weeks, the coordinator notifies the compulsory education officer of this.

### 8.8 Use of computer facilities

At school, students can make use of computer facilities and internet. These are deployed in support of the work and learning process. A code of conduct applies to the use of the computer facilities and internet. To that end, a set of regulations has been drawn up, which can be read [HERE](#). Students are expected to take note of these regulations. In the event of improper use of computer facilities or internet, the school will take an appropriate measure.

### 8.9 Pedagogical measures, suspension and expulsion

When a student does not adhere to the agreements within the school or when there is serious undesirable or transgressive behaviour, the school management may decide to deploy pedagogical measures or disciplinary measures. By pedagogical measures we mean pedagogical interventions, such as staying behind, clean-up duties or a time-out.

In addition, the school can impose disciplinary measures, such as an internal or external suspension. In the case of an internal suspension, the student is present at school, but works on schoolwork separately from the class during the school day. In the case of an external suspension, the student has no access to the school and the school grounds for one or more days. When a suspension lasts longer than one day, the Inspectorate of Education, the competent authority and the compulsory education officer are informed about this. The student and parents are always informed in writing about a suspension and the reason for it.

When it is reasonably no longer possible to keep a student enrolled at school, the school can start an expulsion procedure. If, for example, after one or more suspensions no improvement in behaviour occurs, it may be decided, in consultation with the Inspectorate of Education, to definitively expel a student from school.

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## 8.10 Insurance and liability

### INSURANCE

Haarlemmermeer Lyceum is part of Dunamare Onderwijs. Dunamare has opted for a full insurance package that is placed with Ecclesia Risk & Benefits.

The school is not liable for loss & theft of students' personal belongings. In insurance matters, there is often also secondary cover. This means that the basic and supplementary health insurance, the personal liability insurance (AVP) and the travel insurance of the parent(s)/guardian(s) always

### COLLECTIVE ACCIDENT INSURANCE

Haarlemmermeer Lyceum has a Collective Accident Insurance for students, staff and volunteers. The insurance offers cover in the event of death and/or permanent disability as a result of an accident during school activities, including the journey to and from the destination. This insurance also offers cover for medical and dental costs as a result of an accident. Here too there is secondary cover, whereby the basic and supplementary health insurance of the parents always takes precedence. Accidents with motorised vehicles are never reimbursed under this Collective Accident Insurance.

### CONTINUOUS TRAVEL INSURANCE

The travel insurance offers cover for all trips and excursions organised by the school and applies to the whole of Europe and not to trips outside Europe. Insured

are baggage, medical costs (secondary) and special costs such as repatriation. For the specific insured amounts we refer to the policy. With regard to medical costs incurred, the health insurance of the parent(s)/guardian(s) takes precedence and the remaining non-reimbursed portion can be claimed on the travel policy.

We advise parents/guardians, in the event that your child travels more frequently, to take out supplementary travel insurance, because the cover of the insurance is bound to maximum amounts.

### CANCELLATION INSURANCE

The school has not taken out collective cancellation insurance for school trips. When the trip is cancelled by a student/parents, no refund is made by the school.



We advise parents/guardians, in the event that your child goes along on a trip, to take out cancellation insurance for your child.

### LIABILITY HAARLEMMERMEER LYCEUM

Dunamare Onderwijs has taken out liability insurance for its students. There is secondary cover for the damage that the student causes to third parties, unless intent is involved. The policy also offers cover for the situation in which the student themselves suffers damage as a result of an error by (the staff of) Dunamare Onderwijs and/or Haarlemmermeer Lyceum Tweetalig. The word "secondary" here means that the damage must first be claimed on the personal liability insurance (AVP) of the parent(s)/guardian(s). After all, parent(s)/guardian(s) remain responsible 24 hours a day for the actions or omissions of their children. If that policy offers no cover or insufficient cover, a secondary claim can be made on the policy of Dunamare.

We advise you to take out liability insurance (WA insurance), because the school's liability insurance has only secondary cover.

Within Haarlemmermeer Lyceum, we do our utmost to prevent accidents or theft during school time. Nevertheless, very occasionally something goes wrong. Think, for example, of a damaged bicycle in the bicycle shed, damage to glasses during sports activities or the loss of a smartphone. We naturally take such matters seriously; the school, however, is not liable.

Furthermore, the school is not liable for damage that is the result of unlawful behaviour of students. Students, or rather their parent(s)/legal representatives, are themselves responsible for their conduct. A student who causes damage during school hours or during other activities

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organised by the school will therefore have to compensate the damage themselves. It is therefore important that parent(s)/guardian(s) have a private liability insurance. In the event of criminal offences, the police will be called in and a report can be filed.

For more information about all insurance-related matters, you can get in touch via

[infotweetalig@haarlemmermeerlyceum.nl](mailto:infotweetalig@haarlemmermeerlyceum.nl).

### 8.11 Schoolpas en schoolkluis

Upon enrolment, each student receives a school pass once. The costs of this first pass are paid by the school. The school pass is used for opening the school locker and additionally serves as internal identification, for example during tests and school activities.

With the school pass, students can print, make copies, and view their timetable at the display at school. For first-year



students, at the start of the 2026-2027 school year the school deposits a credit of €5.00 on the school pass. This amount is paid from the voluntary parental contribution. When the credit has run out, the student can top up the pass against cash payment at the desk. This last point also applies to students from the other years. As a supplement, the **'conditions for use of the school locker'** and **'conditions for use of the school pass'** apply.

Students are expected to handle their school pass carefully, so that it can be used throughout the entire school career. In the event of loss or theft of the school pass, this must be reported immediately at the desk of the school. Also when identifying data, such as the name or photo, is no longer clearly visible, the pass must be replaced. The costs for this are at the student's expense.

Up to the moment of the report about, for example, loss or theft:

- the loss of the credit on the school pass is at the expense of the rightful owner of the pass.
- the loss/damage of the contents of the locker is at the expense of the rightful owner of the pass.

In the event of damage to or loss of the school pass, €5.00 is charged for a new pass. After payment, the student receives a spare pass and a new personal school pass is ordered.



#### SCHOOL LOCKER

In the school building there are school lockers for the students. Each student is assigned a school locker at the start of the school year. The lockers are fitted with an electronic lock that can be operated with a contactless chip. In the classroom it is not permitted to wear/hang a coat, cap, scarf or hat. These are stored in the student's locker or on the coat racks in the corridor. The school assumes that the student manages the locker tidily. At the check at the end of the school year, i.e. at the end of the last test week, the locker must be clean and empty. For exam students this is earlier. If a full and/or dirty and/or damaged locker is found, an amount may be charged to make the locker ready for use again. The school reserves the right to open lockers at any desired moment if it sees cause to do so (locker check).

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### 8.12 Privacy, portrait rights and GDPR

#### GENERAL DATA PROTECTION REGULATION

The General Data Protection Regulation (GDPR) ensures that the privacy of citizens is protected. The regulation also has consequences for how the school must deal with the personal data of students and parents/guardians.

#### PERSONAL DATA

Central to the GDPR is the concept of 'personal data'. These are all data about a natural person such as: name and address details, gender, telephone number, date of birth, personal identification number and the like. At school, things such as school performance, grades, absence or data about extra guidance, medical reports and usernames also fall under this heading. According to the new regulation, this personal data may only be exchanged if there is a purpose or legal basis for it. Think here of sharing data with the compulsory education officer, or an educational report that is shared between the primary school and the secondary school. If there is no legal basis, consent must be granted. The school requests that consent from the parent/guardian. Our privacy statement can be found on the website.

#### CAMERA SURVEILLANCE

In de school hangen op verschillende plekken surveillancecamera's. Op deze manier houden we toezicht en kunnen we de eigendommen van school en leerlingen beter beschermen. In de AVG zijn hierover regels opgenomen. Het gebruik van de beelden van deze toezichtcamera's is aan strikte regels gebonden.

#### IMAGE MATERIAL

The school may not just use photos or footage of students in publications or social media. For this, consent is needed from the parent/guardian or, if the student is 16 years or older, from the student themselves. Nevertheless, we would like to show students and parents what we are doing at school.

For that, we make image material, such as photos or videos. Of course, we ensure that we handle these images carefully and we do not publish photos or videos from which a student could suffer harm. Within the framework of the privacy legislation, we will ask you (or, if your child is 16 years or older, your child) for consent. We therefore ask each student and their parent(s)/guardian(s), by means of a consent module in Magister, to indicate for what purposes our school may use image material of their child.

In the consent module, it can be seen for which purpose the various options are used. The consent can be changed again at any moment. We request that you fill in this module as soon as possible. We will in any case actively inform you at the start of each school year about the possibility of revising your choice.

### 8.13 Student charter

The student charter sets out the rights and the duties of every student. Both students and staff members are bound by the student charter. The student charter can be found on the website.

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# 9

## School costs

### 9.1 Voluntary parental contributions

At Haarlemmermeer Lyceum Tweetalig, we consider it important that every student not only receives good education, but also the space to develop broadly. Think here of cultural activities, excursions, theme weeks, extra support, festive moments and international projects. All these valuable extras contribute to an inspiring, instructive and sometimes even unforgettable school time.

Many of these activities are not reimbursed by the Ministry of Education. To make this offering possible nevertheless, we ask parents/guardians for a voluntary parental contribution. This contribution enables us to offer just that little bit extra that makes the difference between standard and special education.

The amount and spending of this contribution are carefully established each year in consultation with the parent section of the participation council. Transparency and care are paramount in this. Your contribution goes entirely towards facilities and activities from which all students benefit.

We sincerely hope for your support. The contribution helps to offer our students a rich and valuable school time. Students are not excluded from participation: all students must be able to take part in programmes and extra activities that the school organises outside the regular lesson programme, regardless of whether or not the contribution is paid (with a number of exceptions, such as participation in exams to which costs are attached). The voluntary parental contribution does, however, contribute to being able to continue organising these extra activities.

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GENERAL PARENTAL CONTRIBUTION

The amount of the general voluntary parental contribution 2026-2027 has been established, with the consent of the parent section of the participation council, at €75.00. Even if you do not pay a voluntary parental contribution, your child will not be excluded from participation in activities or programmes that are organised by the school. It goes without saying that the activities do have to be able to be funded before they can go ahead. For parents who cannot pay the contribution but do want to pay, a suitable solution is always possible. More about this can be found under 'Financial help' on the website. At the end of the school year, we publish on the website the **'Overview of expected costs'** for the coming school year, in which all expected costs are included per year group.

CONTRIBUTION TOP SPORT  
TALENT/PROSPECT

For Top Sport Talent students we ask a voluntary contribution of €130.00. For Prospect students this voluntary contribution amounts to €50.00. With this contribution, among other things, part of the hours of the top-sport coordinators are funded. Students who take part in the Top Sport Talent or Prospect programme are not excluded from participation in the programme when the voluntary contribution is not paid.

CONTRIBUTION TWEETALIG EDUCATION

Tweetalig education provides an extra offering. To be able to realise this offering, we are dependent on the parental contribution for Tweetalig education. Payment is made

on a voluntary basis. With the TTO contribution, among other things, the extra English lessons are paid. In the first year (brugklas), the Immersion Camp falls within the contribution. Projects in the first year and in the second year are also financed. The amount of the voluntary TTO contribution differs per year group. The amounts can be found on the school's website. The school trips are not included in the TTO contribution, with the exception of the Immersion Camp. The special language exams (FCE at the mavo, IB at havo/vwo, Cambridge, DELF and HSK) and the organisation of these also do not fall within the TTO contribution. These costs are charged separately.

CONTRIBUTION NT2

For students who come from abroad and who do not or do not (well) enough have command of the Dutch language, separate NT2 classes have been set up in the lower years. For these students, who are in smaller classes, a voluntary NT2 contribution is requested. In these classes, students receive, among other things, more Dutch lessons than in the other classes. The amount of the voluntary NT2 contribution is €1,050.00 per school year.

CONTRIBUTION SCHOOL TRIPS

School trips are charged separately. For a school trip, a realistic budget is made. The costs that result per student are requested from the parent(s)/guardian(s) as a voluntary contribution. If insufficient parents (fewer than 95%) pay for the trip, then the management may decide to cancel the trip for the whole group.

In the first year (brugklas), students go to the Immersion Camp. That is the only contribution for a trip that does fall within the contribution for Tweetalig education. In the second year (mavo, havo and vwo), students go to Normandy in France. In the third year (mavo, havo and vwo), students have the possibility to take part in an

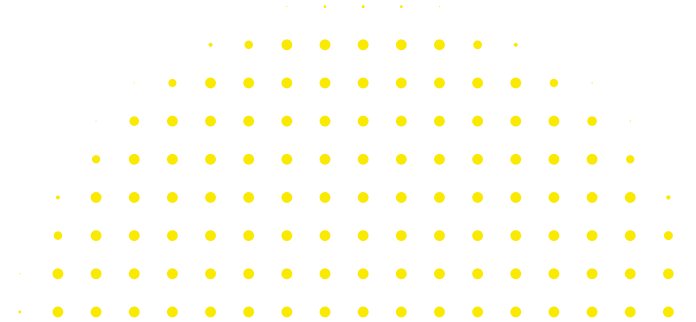
exchange with another school in Europe, and in the fourth year of havo/vwo students go on a project week to a European city. In vwo-5, students can sign up for a trip to China/Taiwan. The offering may differ per year.

CONTRIBUTION PARENTS' COUNCIL

The parents' council asks a voluntary contribution of €12.50 per student per school year and spends the monies received on (a contribution to) the costs of celebration and sports days, school parties, activities around school and final exams, the annual meeting and theme gatherings. On behalf of the parents' council, gifts are given to teachers and students who are ill for a long time (the 'joys-and-sorrows fund'), to people who have made an extra effort with activities and to students who have passed their final exam.

PAYING VIA WIS COLLECT

For the collection of parental contributions, Haarlemmermeer Lyceum Tweetalig works with the digital payment system Wis Collect. This system provides the possibility of handling payments directly. When a payment request has been created by the school, such as the voluntary school contributions, the contribution to the parents' council and project weeks, an email is sent to the parent(s)/guardian(s). You do not need an account for this and can settle the (iDEAL | Wero) payment via a direct link.



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### 9.2 Free schoolbooks

Haarlemmermeer Lyceum is itself the owner of the schoolbooks. In cooperation with Van Dijk Educatie, it is ensured that all students receive the correct book package at the start of each school year. Information is given annually about the procedure surrounding delivery and collection.

### 9.3 Outsourcing agreements

In some cases, students leave Haarlemmermeer Lyceum Tweetalig and continue their studies within adult education (VAVO) in the form of an outsourcing agreement. Haarlemmermeer Lyceum transfers the care for the student to another institution (the Nova College), but the student remains enrolled at Haarlemmermeer Lyceum Tweetalig. Via vice-principals/coordinators/careers counsellors, further information can be obtained about the guidelines and procedures that the school follows in the event of a request for an outsourcing agreement.



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# 10

## Contact and organisation

The school is open every school day from 07:30 to 17:00. The school is reachable by telephone from 07:30 to 17:00. A parent/guardian normally receives a response to a request or question within 48 hours during school days. Should a substantive response from the school require more time, then the parent/guardian is informed about the response period.

### HAARLEMMERMEER LYCEUM TWEETALIG

Baron de Coubertinlaan 2

2134 CG Hoofddorp

**T 023 - 563 16 44**

**E [infotweetalig@haarlemmermeerlyceum.nl](mailto:infotweetalig@haarlemmermeerlyceum.nl)**



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10.1 ORGANISATION HAARLEMMERMEER LYCEUM TWEETALIG

SCHOOL MANAGEMENT

|                     |                                                   |
|---------------------|---------------------------------------------------|
| Ms. B. A. Stam, MSc | Principal                                         |
| Ms. E. Sartori      | Vice-principal year 1, 2 and 3 havo/vwo           |
| Mr. B. Lürsen       | Vice-principal year 1, 2, 3 and 4 mavo            |
| Ms. T. Joosten, MSc | Vice-principal year 4 and 5 havo & 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 |
| Mr. R. van Poeteren   | Top Sport Talent                   |
| Mr. B.A. Grapendaal   | Top Sport Talent                   |
| Ms. M. Bovée-Wolters  | Student support (care)             |
| Ms. K. Weiden-Gabriel | Anti-bullying coordinator          |

CAREERS COUNSELLORS

|                |      |
|----------------|------|
| Mr. C. Baker   | Mavo |
| Ms. A. Wiegman | Havo |
| Ms. T. Polak   | Vwo  |

SECRETARY OF EXAM AFFAIRS

|             |                 |
|-------------|-----------------|
| Ms. S. Stam | Mavo, Havo, Vwo |
|-------------|-----------------|

TIMETABLE

|                     |                       |
|---------------------|-----------------------|
| Mr. M. Weggelaar    | Timetable maker       |
| Ms. C. van der Meij | Daily timetable maker |

STAFF FOR BOTH LOCATIONS

|              |                          |
|--------------|--------------------------|
| Mr. P. Droog | ICT/system administrator |
|--------------|--------------------------|

THE CENTRAL MANAGEMENT OF HAARLEMMERMEER  
LYCEUM IS FORMED BY:

|                             |                                            |
|-----------------------------|--------------------------------------------|
| Ms. L. Pennings-de Vet, MSc | Principal, Haarlemmermeer Lyceum Dalton    |
| Ms. B. A. Stam, MSc         | Principal, Haarlemmermeer Lyceum Tweetalig |



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## 10.2 Complaints

Naturally, we would most like everything at our school to run flawlessly. Despite our efforts, it may nevertheless happen that you are dissatisfied about something. Do you have a complaint or a concern? Then we do everything we can to resolve this situation. With whom and how can you, as parent(s)/guardian(s), turn with your question, concern, complaint or comment?

1. In most cases, the mentor is the first person designated within the school to discuss your concern with. It may be that the mentor cannot help you sufficiently, because the problem is, for example, too complex. It may also be that you have a complaint about the mentor.
2. In that case, you can always get in touch with your child's coordinator. In this guide, all coordinators are listed in section 10.1. You can get in touch by telephone or by email.
3. In some cases, it may concern matters that are so sensitive that contact can be made with one of the two confidential counsellors that the school has. This applies to both the parent(s)/guardian(s) and the students.
4. In a few cases, it may be necessary to appeal to the management of the school. At our school, the management consists of two people: Ms. B.A. Stam, MSc, principal at the Haarlemmermeer Lyceum Tweetalig location, and Ms. L. Pennings-de Vet, MSc, principal at the Haarlemmermeer Lyceum Dalton location. You can approach them by email or by telephone.
5. Should you nevertheless be dissatisfied about the handling of the complaint, then you can, on the basis of the external complaints procedure, call in the board. The general complaints regulation of Dunamare Onderwijs can be viewed [HERE](#).
6. Complaints about undesirable behaviour (such as sexual harassment) can also be dealt with via the external confidential counsellor (GGD Kennemerland, tel: 023 - 789 17 77).
7. If you have a structural problem in which you believe that the school responds insufficiently, then you can also get in touch with the participation council of the school, via [mrtweetalig@haarlemmermeerlyceum.nl](mailto:mrtweetalig@haarlemmermeerlyceum.nl).

### THE CONFIDENTIAL COUNSELLORS ARE:

Ms. W. van Hal

[w.vanhal@haarlemmermeerlyceum.nl](mailto:w.vanhal@haarlemmermeerlyceum.nl)

Ms. D. Plet

[d.plet@haarlemmermeerlyceum.nl](mailto:d.plet@haarlemmermeerlyceum.nl)

If you have a complaint about unwanted behavior (such as sexual harassment, aggression, or violence), you can contact the teacher listed above.



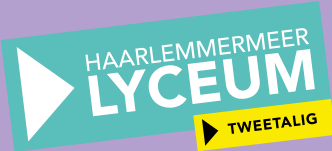
### WHERE CAN STUDENTS TURN WITH THEIR QUESTIONS, CONCERNS AND COMPLAINTS?

Students can in any case turn to the aforementioned persons and bodies. If a student in the upper years has a complaint about the (school) exam, then the student can submit a complaint to the exam committee. This can be done via our secretary of exam affairs, Ms. S. Stam: [examentweetalig@haarlemmermeerlyceum.nl](mailto:examentweetalig@haarlemmermeerlyceum.nl)

### INSPECTORATE OF EDUCATION

Would you like to get in touch with the inspectorate of education by telephone or in writing? Do you have a complaint, a concern or would you like to make a report to the education inspectorate? On the [website](#) of the inspectorate you can read how you can do this.

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HAARLEMMERMEER LYCEUM  
**TWEETALIG**  
*mavo-havo-vwo*

Baron de Coubertinlaan 2  
2134 CG Hoofddorp  
T 023 - 56 31 644  
E [infotweetalig@haarlemmermeerlyceum.nl](mailto:infotweetalig@haarlemmermeerlyceum.nl)

**Note:** This Lyceum Guide has been translated into English using an AI translation system. No rights may be derived from this translation; in the event of any discrepancies or ambiguities, the Dutch-language version shall prevail.

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| 5.3 Student support                                        | 10.1 Organisation Haarlemmermeer Lyceum Bilingual        |
| 5.4 Social safety                                          | 10.2 Complaints                                          |
| <b>6 Participation and co-determination</b>                |                                                          |
| 6.1 Participation Council                                  |                                                          |
| 6.2 Parents' Council                                       |                                                          |
| 6.3 Student Council                                        |                                                          |
| 6.4 Sounding board groups                                  |                                                          |
| <b>7 Lesson times, annual calendar, holidays and leave</b> |                                                          |
| 7.1 Lesson times Haarlemmermeer Lyceum Bilingual           |                                                          |