

IPS HILVERSUM

School Guide

Academic Year 2026–2027



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Welcome to International Primary School Hilversum

Since we opened our doors in 1986, we have been committed to the development of the whole child. As we teach a child to read, write, or do mathematics, we envision the sort of work they can do. With your help, and the guidance of your child's teachers, your child can travel the world as a reader, writer, mathematician, scientist, artist, musician, and athlete using everything they know to help them learn the unknown. At IPS Hilversum, our teachers teach each day to develop your child's potential.

We know that every day your child will astonish you, and best of all, themselves.

Our curriculum is designed to inspire and spark children's natural curiosities, interests and enthusiasm. As an accredited IB World School offering the Primary Years Programme (PYP) for children aged 4 to 12, our programme is founded on the belief that every person is born with a sense of wonder in exploration and a spirit of delight in discovery through play, and that the best learning occurs when children feel that they are known, that their ideas are heard, their hopes are honoured, and their perceptions are validated.

Our most important goal is to help children become enthusiastic learners by encouraging them to be active and creative explorers who are not afraid to take risks, try out ideas and develop their own thoughts.

Our Mission

At International Primary School Hilversum, we inspire all students to flourish as internationally-minded global citizens. Through an inquiry-based approach, we provide each student with a safe, supportive and nurturing environment that promotes self-management, agency and academic excellence in learning.

Our motto

"We learn, we experience, we inspire"

Our motto represents what students at IPS Hilversum feel our school stands for and values.

Our DEIB Vision

At IPS Hilversum, we are dedicated to embracing and celebrating the rich diversity within our community. We value individuals from all backgrounds, including those related to race, socioeconomic status, ethnicity, gender identity, religion, disabilities (both visible and invisible), neurodiversity, age, family status, and sexual orientation. Our aim is to establish a safe and inclusive environment where every person's unique identity is valued, nurtured, safeguarded, and respected.

We foster a sense of belonging and inspire our students to become compassionate global citizens who actively contribute to a more equitable world.

At IPS Hilversum, we are committed to this ongoing journey of exploring our identities, experiencing a true sense of belonging, and inspiring a better, more inclusive future.

Our current beliefs of DEIB:

- Diversity: cultivating spaces for students' languages, cultures and identities to be present and valued.
- Equity: ensuring all students feel supported, safe and that they belong. Creating an environment where everyone receives the support and opportunities they need to thrive and develop to their full potential.
- Inclusion: all members of the school community feel valued and appreciated.
- Belonging: all members of the school community understand that their languages, cultures and identities belong in our school.



International Baccalaureate Organisation® (IB)



IB Mission Statement

® The IB Primary Years Programme (PYP) for 3-12 year-olds focuses on the growth of the developing child, and addresses social, physical, emotional, cultural and academic development. This programme was designed and written by international educators, combining the best research and practice from a range of national systems with a wealth of knowledge and experience from international schools. The result was a significant, relevant, challenging and engaging educational programme that is being implemented by an ever-increasing number of international and national

schools across the world.

PYP learners know how to take ownership of their learning, collaborating with teachers to deepen understanding and increase their confidence and self-motivation. Through actively engaging in integrated ongoing assessment, they become effective, self-regulated learners who can act on constructive feedback.

The PYP focuses on the development of the whole child as an inquirer, both in school and in the world beyond. The PYP offers a transformative experience for students, teachers and whole school communities and delivers excellent outcomes by providing an education that is engaging, relevant, challenging and significant.

As an IB School, we are supported by IB teachers and coordinators who develop and promote the IB curriculums in almost 5,000 schools globally every day, in over 150 countries around the world. To gain a deeper understanding of the relationship between the International Baccalaureate, students and the learning community, please refer to the General Regulations and the Standards and Practices on the IB website: www.ibo.org.

IPS Hilversum was authorised as an IB World School in January 2000 offering the Primary Years Programme. We are regularly evaluated by the IB. Our last evaluation visit was in January 2023.

"IPS Hilversum lives its mission to inspire and develop internationally-minded learners, and to support all students as global citizens in a safe, supportive, inclusive and nurturing environment."
Conclusions of the IB Evaluation Team, January 2023

IB Learner Profile

The IB learner profile comprises ten attributes that characterise an internationally minded individual, promoting understanding, respect, and appreciation for diverse cultures and perspectives. This profile is actively embedded throughout school life and forms an integral component of our educational approach.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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Dutch International Schools



Dutch International Schools (DIS) is a national association responsible for international education delivered in English within the Dutch educational framework, serving designated international target groups. DIS aims to meet the needs of the Dutch and international business communities and their employees, providing an appropriate educational pathway for students with Dutch or foreign nationality who are temporarily resident in the Netherlands and will subsequently transition to English-language education abroad. International education is also intended for children who have settled permanently or temporarily in the Netherlands following a period of residence abroad.

Dutch International Schools receive financial support from the Dutch Government, enabling the school to maintain comparatively modest tuition fees. As a government-funded institution, we operate within the regulatory framework of the Dutch educational system.

Dutch International Schools are, by their very nature, internationally oriented whilst remaining rooted in Dutch society. We maintain a dual focus on global awareness and meaningful engagement with our local community.

Further information is available on the Dutch International Schools website: www.dutchinternationalschools.nl.

STIP Hilversum Governance

STIP Hilversum (www.stiphilversum.nl) is our local school board, responsible for the governance of 16 schools across 20 locations in Hilversum.

The mission, vision, and ambition of the foundation are closely aligned with those of IPS Hilversum, reflecting a shared commitment to educational excellence. It is this alignment that enables our school to operate effectively under STIP Hilversum's governance. For additional information about Stip Hilversum, please see Appendix III.



"We observed a dedicated team actively engaged in professional development and deepening their understanding of the teaching profession, positively impacting educational quality."

– Conclusions of the STIP Internal Audit Team, January 2024

PYP Curriculum

The IB Primary Years Programme (PYP) for students aged 3–12 focuses on the growth of the developing child, addressing social, physical, emotional, cultural, and academic development. Designed by international educators, the programme integrates leading research and best practice from diverse national systems with the extensive knowledge and experience of international schools.

The IB also offers the Middle Years Programme (MYP) for students aged 11–16, the Diploma Programme (DP) for those aged 16–19, and the Career-Related Programme (CP), also for students aged 16–19 who wish to pursue career-related learning. Together, these programmes form a coherent continuum of international education emphasising intellectual, personal, emotional, and social growth. The PYP provides an excellent foundation for the MYP and DP, as the IB learner profile, approaches to learning, and underpinning philosophy are consistent throughout.

For a comprehensive understanding of the relationship between the International Baccalaureate, its learners, and the learning community, please consult the General Regulations and Standards and Practices on the IB website: www.ibo.org.

Inquiry in the PYP

The PYP is an inquiry-led, transdisciplinary framework that positions the whole child as an inquirer. The programme nurtures academic, social, and emotional wellbeing alongside independent learning skills to foster student agency. The internationally designed model considers the learner, the processes of learning and teaching, and the learning community within its framework. These pillars underpin our practices with the intention of developing internationally minded citizens.

The IB learner profile attributes encourage students to develop as responsible and active members of the community. The profile is actively embedded throughout the school, as noted in our most recent PYP Evaluation Report.

“Caring, respectful and effective communication among and between staff and students demonstrates the commitment of the school community members to the IB learner profile. Classroom observations and meetings with students and teachers show that there is a caring environment that supports all members of the learning community.”



- Conclusions of the IB Evaluation team

Music

Music takes place once a week in class and is delivered by a music specialist. The teacher designs and delivers engaging lessons based on playing and experimentation. Students inquire into different areas of music, such as voice and instrumental performance, music theory and understanding of local and world music. This is all contextualised within the IB curriculum in order to support and work together with the other subjects.

Physical Education

Physical Education (PE) takes place twice a week, with lessons taught by both class teachers as well as members of local sports clubs active in Hilversum. Students are introduced to a variety of physical activities through themes such as Fitness Challenges, Movement, Games, Compositions, and Individual Pursuits. These lessons not only promote physical skills but also encourage the development of learner profile attributes. Additionally, students make cross-curricular connections to other areas of their learning, enhancing their overall educational experience..

Library

The library is central to learning in a PYP school. Both school locations house a well-stocked library. All students have scheduled time in the library and change their books regularly, finding new books to support their love of learning.

Languages

Home and Family Languages

The PYP supports and encourages the use of home and family languages in school. These languages form an integral part of the learning landscape that shapes our school and the learning community. Students are strongly encouraged to draw from their prior linguistic knowledge to help them find similarities and differences between their own languages and the language of instruction (English). Students should continue reading in their home language, and the school library carries books in many languages.

Host Country Language (HCL)

Dutch, as the HCL, is offered to students throughout the school. The aim of the programme is to connect and understand the language and culture of the host country through both small group and whole class settings. Dutch in the lower years engages students through play-based learning taught by native Dutch speakers. Students are introduced to the Dutch language and culture through songs, drama, role play, art and games. As students progress, they inquire into understandings of Dutch culture and language. Emphasis is first placed on developing age-appropriate language skills for speaking and listening skills, with a development of reading and writing depending on the student's level of understanding.

For further information about our curriculum, please visit the Curriculum section on our school website, where you will find our **Curriculum Guide** and **Literacy & Numeracy Guide**.

Assessment

Assessment is a vital component of all teaching and learning at IPS. Both formative and summative assessments are used to determine what students know, understand, can do, and value at various stages of the learning process. Assessment is not a one-time event, it is an ongoing, consistent, and reflective practice. In the Primary Years Programme (PYP), assessment emphasizes the process of learning rather than the product.

Although assessments are often developed after learning experiences are planned, they remain central to our instructional approach. Assessments are thoughtfully integrated throughout all areas of learning. At IPS, we aim to tell the story of learning; where it began, how it evolved, how thinking developed, and the new understandings that emerged.

Assessment Strategies

We employ a wide range of strategies to assess student progress, including but not limited to:

- Observations and anecdotal notes
- Performances and presentations
- Student-teacher conversations and conferences
- Interviews and quizzes
- Visual tools such as mind maps, illustrations, charts, and tables
- Student reflections

Each student maintains a digital portfolio on Toddle, which serves as a curated collection of evidence showcasing their learning journey and growth over time.

Monitoring student progress

To ensure students are making meaningful progress, we use standardized assessments to compare student performance to age-appropriate norm groups. This allows us to understand whether a student is performing above, below, or at the expected level for their peer group. We maintain cumulative records of both group and individual assessment results to monitor growth from year to year.

Students in Groups 3–8 complete standardized assessments annually. New students are assessed upon entry to ensure we have a clear understanding of their current levels and needs.

Using Data to Improve Learning

Instructional teams at IPS have completed the Harvard Datawise course and regularly review assessment data to identify effective teaching strategies and improve student outcomes. Our Data Leaders work collaboratively across teams to support data analysis, ensure rigour, and promote consistency in instructional practices across the school.

Conferences

There are three formal conferences a year when parents are invited into the school.

Hopes & Dreams (September)

In the first month of the academic year, parents are invited to meet with their child's new class teacher to discuss their aspirations for their child in the year ahead.

Three-Way Conferences (November)

Parents, accompanied by their child, meet with the class teacher to review progress and establish goals for the remainder of the year.

Student-Led Conferences (March)

Students consult with their teachers to select samples of their work and significant learning experiences, which they then present to their parents. During the conference, students take the lead in sharing their learning, ideally in their home language.

School Reports

Twice a year, in January and July, electronic reports are posted online on the Toddle platform for parents.

- There is a mid-year report, reporting against criteria and providing written comments issued at the beginning of January.
- There is an end-of-year report, reporting against criteria and providing written comments issued in July.

These school reports are also used as records for students transferring to another school. For Early Years students who start part way through the year, a six-week settling-in report is sent to parents that focuses on learners' initial interactions with peers and school life.

**If at any point in the school year parents have a specific concern, please contact your child's teacher directly to request a meeting.
Please *never* feel you have to wait to be invited into school!**

Support Systems for Students

Inclusion at IPS

The Inclusion Team strives to offer all students the necessary support and resources to enable them to learn and develop within our programme. IPS embraces the philosophy of the IB in that “inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.” We see development as a continuum and have high expectations for all whilst understanding that everyone follows their own developmental lines.

We promote differentiation by tailoring support to students' needs and scaffolding learning in the classroom through methods such as:

- Differentiating instruction and providing various formats for accessing information (e.g., read-alouds, videos, visuals)
- Scaffolding learning through the use of learning materials such as graphic organizers, guided questions, sentence stems, concrete materials, and other support aids
- Allowing students to show understanding in different ways (e.g., posters, digital presentations, drama and art)
- When appropriate allowing flexible seating, quiet areas, or fidget tools to support sensory needs

In addition to this, we provide support through the Inclusion Team. This can be delivered in small groups or, in some cases, on an individual basis. Each student's support is decided on a case-by-case basis and can vary from short-term to longer-term support. Decisions regarding support are made through observations, referral forms, and assessment data, in collaboration with the class teacher.

Collaboration and continuous parental involvement are essential in supporting students' development. We do this by maintaining open communication through regular contact, inviting families to share strategies that work at home, and involving them in setting and reviewing Individual Education Plans (IEPs).

Unita is the partnership organization for inclusive education (SWV) in the Gooi & Vechtstreek region and coordinates appropriate primary education support. All Stip schools are part of this collaborative network. If a student requires support beyond the basic educational support provided by the school, a multidisciplinary meeting (MDO) can be arranged. This meeting includes the parents, the teacher, the inclusion coordinator, and relevant experts. During the MDO, the team discusses the support the student and/or the teacher needs.

Appropriate Education at IPS

Unita represents multiple school boards in the region, who together established 13 benchmarks for basic education (update 28-03-2018). Each school is expected to comply with these benchmarks. Unita is responsible for offering each student an appropriate and fitting educational placement.

Future Ambitions

At IPS, we are committed to being a school that offers comprehensive support to all children enrolled with us. Our approach to appropriate education is constantly evolving. We focus on opportunities rather than obstacles, and our intention is to support children within the school as much as possible, rather than referring them externally.

We have the expertise to recognize and nurture each child's individual talents. We do this in close collaboration with parents, placing the parent–student–teacher relationship at the heart of our approach. We aim for this relationship to be strong, supportive, and empowering.

Enrollment Process for Students

When registering a child with specific support needs, we ask parents to inform us of these needs and the areas in which support is required.

For some students, assessment may be required to better understand the student's educational needs. This can either be done through SWV Unita or a private practitioner. Once enrolled we continue to assess your child and within **six weeks**, we will inform you whether we are able to offer suitable education for your child. We will also consider the year group and class your child is allocated in this time and reserve the right to make changes to this. At times, evaluating a student's needs or determining the most appropriate class or year group placement can be a complex process. In such cases, the school reserves the right to extend the timeframe before making any adjustments. This allows us to ensure that decisions are based on thorough observation, assessment, and professional judgment.

We remain committed to working closely with parents throughout this process. Families will be kept informed and involved in all discussions and decisions regarding their child's educational pathway.

On rare occasions IPS cannot meet the educational requirements of the student, the school in cooperation with SWV Unita will guide you on where such support can be found. The decision about whether IPS can provide appropriate education is made on an individual basis. We consider many factors including the long-term feasibility of supporting your child throughout their years at our school.

We believe that meeting the support needs of one child should never compromise the safety or learning environment of other students and staff. At the same time, we are committed to ensuring that every student receives appropriate attention and makes adequate progress.

In assessing whether we can continue to support a student effectively, we take several factors into consideration:

- The presence of additional challenges, such as behavioral issues
- The level of cooperation from parents
- Group composition, dynamics, and overall student care
- Whether our teachers' specializations align with the student's needs
- Our ability to support the student throughout their entire school career

Throughout the school year, we will continually evaluate whether the current arrangement remains sustainable. This depends on factors such as staffing levels, group sizes, and class composition.

Teaching Assistants

The teaching staff are supported by a dedicated team of Teaching Assistants (TAs). Working with the students, our passionate and enthusiastic TAs support learners settling into the school routine, and help them to become independent thinkers and inquirers. They work alongside teachers every day to enhance the learning environment and activities in and outside of the classroom.

Specialisations

IPS has a strong foundation of expertise and specialisation, including but not limited to:

- Experienced educational leaders
- Skilled inclusion team, including teachers specialized in ELA (English Language Acquisition)
- Emotional support program
- Specialized single subject teachers in music and host country language
- Educational ICT expertise
- Partnerships for speech therapy and OT
- After school Dutch lessons for international students

Current Support Offerings

Support includes but is not limited to:

- Dyslexia and/or dyscalculia
- Speech or language difficulties
- Mild visual or hearing impairments
- Physical disabilities or mild motor challenges
- Developmental conditions such as ADHD, ADD, or Autism (depending on the level of support required)
- Social emotional needs

Each child's individual needs are carefully assessed to determine how IPS can best provide appropriate support.

A safe school environment

We believe that every child should enjoy going to school. In order to achieve this, it is essential that the school create a safe, welcoming, peaceful and ordered environment. This applies not only to the children attending International Primary School Hilversum, but is equally important to all the other members of the school community – the teachers, assistants, leadership and parents.

Essential agreements

At the beginning of each new school year, class communities collaborate to develop a set of essential agreements (usually between 4-6) that are positively worded. This also forms part of how we create a safe and equitable learning environment for everyone at IPS.

Medical alert

A medical alert sheet is created for any child at risk. Any medication must be kept in the office.

Social safety

As part of the requirements of the Dutch School Inspection, we monitor the social safety of students in the upper grades.

Each January, the PASS (Student Attitudes to Self and School) is administered to students in Groups 5-8. The PASS is an all-age survey that helps to identify barriers to learning in order to ensure student wellbeing and positive outcomes at a whole school, class, and individual level. The survey focuses on three broad areas: how students feel about themselves, their engagement with the curriculum, and their feelings about school.

School doctor / Youth Health Care

The GGD (Local Health Authority) can support you and your child's school to keep track of the health and development of your child. The team consists of a paediatrician, a social nurse and an assistant. Preventive health checks take place when your child is in Group 2 and again in Group 7. In Group 2, special attention is given to growth, weight, hearing, vision, motor skills, behaviour and general development of your child. In Group 7, and at the beginning of secondary education, a further health check takes place. The Youth Health Care department (JGZ) of the Public Health Service (GGD) monitors the health, growth and development of children aged from 0 to 18 years old.

For questions regarding child growth and development, you may always contact Jeugd en Gezin Gooi en Vechtstreek. This could be for questions concerning speech/language development, nutrition, life habits, challenging behaviour, bullying, safety, sexuality, toilet training, etc. In most cases, the youth nurse or youth doctor can provide information or advice on this. In some cases they refer you to a specialist.

Youth and Family can be reached on workdays between 08:00 and 13:00 via a central number: (035) 692 63 50.

You can also email: info@jggv.nl and more information is on the website of Youth and Family Gooi and Vechtstreek: www.jggv.nl.

At Risk! Reference Index

It is compulsory that the education sector in the Netherlands conforms to specific agreements according to the *Meldcode Huiselijk geweld en kindermishandeling* (the reporting of domestic violence and child abuse). Concerns may be referred to one of our safeguarding officers at school. A full explanation can be found here:

<http://www.rijksoverheid.nl/onderwerpen/huiselijk-geweld/hulp-bieden/meldcode>.

Administration

One School, two Campuses

IPS Hilversum operates as a dedicated Primary school housed in two historic buildings. Both the Rembrandt (1919) and Mondrian (1925) campuses were designed by the renowned Dutch architect Willem Dudok and hold official listed-monument status. This heritage designation continues to inform both the interior and exterior design of the buildings.

Class distribution for 2026–2027:

Rembrandt Campus		Mondrian Campus	
Year Group	Number of Classes	Year Group	Number of Classes
Early Years	1	Group 6	3
Group 2	2	Group 7	2
Group 3	1	Group 8	2
Group 4	2	Facilities include: 14 classrooms (each equipped with interactive whiteboards and access to Chromebooks and iPads), an administrative office, a library, a multi-purpose room, student bathrooms across two floors, two adult-only facilities, two playgrounds, and a large outdoor inquiry garden. PE lessons are conducted at the full-size municipal gymnasium across the road (Lieberg). Three classrooms are utilised by STIP for specialist educational provision.	
Group 5	2		
Facilities include: 11 classrooms across two floors (each equipped with interactive whiteboards and access to Chromebooks and iPads), an Inclusion Team office and teaching area, a library, a gymnasium with changing facilities, administrative and concierge offices, collaborative learning piazzas, accessible bathrooms, two adult-only facilities, a playground, and dedicated staff areas. Bink Kinderopvang Hilversum operates the after-school care programme from within the building.			
School Times			
Rembrandt Campus		Mondrian Campus	
Monday, Tuesday	09:00–15:15	Monday, Tuesday	08:45–15:00
Wednesday	09:00–13:00	Wednesday	08:45–12:45
Thursday, Friday	09:00–15:15	Thursday, Friday	08:45–15:00

The times indicated represent scheduled lesson times. Parents are kindly requested to ensure that children arrive at school no later than **five minutes prior to the commencement of lessons**.

Adult supervision is provided on the playground from 20 minutes before lessons begin at each campus.

Class Placements

Year Group IPS	Age Range	Guidance for 2026–2027	USA System	UK System
Early Years	4 years	Children may enter the Early Years group upon turning 4 years of age. Children turning 4 after 31 October 2026 will remain in the Early Years group for the remainder of the 2026–2027 academic year.	Pre-Kindergarten	Reception
Group 2	5–6 years	Child turned 5 years old before 1 November 2026.	Kindergarten	Year 1
Group 3	6–7 years	Child turned 6 years old before 1 November 2026.	Grade 1	Year 2
Group 4	7–8 years	Child turned 7 years old before 1 November 2026.	Grade 2	Year 3
Group 5	8–9 years	Child turned 8 years old before 1 November 2026.	Grade 3	Year 4
Group 6	9–10 years	Child turned 9 years old before 1 November 2026.	Grade 4	Year 5
Group 7	10–11 years	Child turned 10 years old before 1 November 2026.	Grade 5	Year 6
Group 8	11–12 years	Child turned 11 years old before 1 November 2026.	Grade 6	Year 7

School Holidays & Study Days

Study days are professional development days for staff; students do not attend school on these dates. On the day of student-led conferences, students attend only for their allocated conference time.

Occasion	Date(s)	Notes
Study Day	17 August 2026	No school for students.
New Family Orientation	18 August 2026	For families new to IPS.
First Day of School	19 August 2026	Academic year 2026–2027 commences.
Study Day	16 September 2026	No school for students.
Autumn Half-Term	10–18 October 2026	School closed.
Study Day	30 October 2026	No school for students.
Three-Way Conferences	10–12 November 2026	Parents and students meet the class teacher.
Study Day	18 November 2026	No school for students.
Winter Holiday	18 Dec 2026–3 Jan 2027	School closed.
Study Day	4 January 2027	No school for students.
Study Day	19 February 2027	No school for students.
Spring Half-Term	20–28 February 2027	School closed.
STIP Day	5 March 2027	No school for students.
Student-Led Conferences	17 March 2027	Students attend for conference time only.
Easter Weekend	26–29 March 2027	School closed.
April/May Holiday	26 Apr–9 May 2027	School closed.
Whitsun Holiday	17 May 2027	School closed.
Study Day	18 May 2027	No school for students.
Avondvierdaagse	25–28 May 2027	After-school walking event (optional).
Study Days	24–25 June 2027	No school for students.
Group 7 Camp	9–11 June 2027	Compulsory curricular activity.
Group 8 Camp	14–16 June 2027	Compulsory curricular activity.
Last Day of School	8 July 2027	Early dismissal: 11:45 (Mondrian) / 12:00 (Rembrandt).
Study Day	9 July 2027	No school for students.

Compulsory Education

Compulsory education legislation requires all children to attend school from the age of 5 until the end of the academic year in which they turn 16, in accordance with the Dutch Compulsory Education Act (Leerplichtwet). The school is unable to authorise absences outside of the official school holidays. Attendance records are a statutory requirement and are subject to review by the School Attendance Officer (Leerplichtambtenaar).

Should exceptional circumstances arise that may prevent your child from attending school, the relevant rules and regulations must be observed.

A special leave request form is available on the school website and must be submitted to the school leadership at least four weeks prior to the requested absence.

Transition to Secondary Education

At the age of 12, after successfully completing the Primary Years Programme (PYP) at IPS Hilversum, a student may progress to:

- International School Hilversum – Middle Years Programme (MYP), ages 11–16
- International School Laren – Middle Years Programme (MYP), ages 11–16
- Groot Goylant International Stream VMBO – vocational education
- Dutch secondary education

Our Primary Years Programme (PYP) offers a prerequisite for the MYP, since the philosophy, styles of learning and teaching and overall goals are consistent. An MYP certificate may be obtained after four years, potentially followed by the two-year IB Diploma Programme (ages 16–18), subject to acceptance.

In partnership with IS Hilversum, IS Laren, and Groot Goylant IS, we organise a comprehensive introductory programme for students and families. During their final year, Group 8 students are invited to attend taster days at both ISH and ISL. In January/February, the secondary schools host information evenings for parents. Our staff provide guidance and support to assist families in making an informed decision.

Group 8 Outcomes

Recent Group 8 outcomes are presented below. Our students do not take the Dutch CITO examinations; secondary school placements are determined based on our internal assessments and reports.

Level of Secondary Education	Dutch Equivalent	2024	2025	2026
IB Diploma Programme	VWO	30	21	16
IB Middle Years Programme	HAVO/VWO	25	13	30
	HAVO	11	12	8
IB MYP Vocational	VMBO	2	1	-
Total number of students		68	47	54

Communication with Parents

Contact Details

Any changes to your contact information should be communicated to the school office in person, in writing, or by email.

Name	Role	Email Address
Samantha von Schoenebeck	Student Administration	info@ipshilversum.nl
Natascha Sehn	Student Administration/ Finance	mondrian@ipshilversum.nl / finance@ipshilversum.nl
Nynke Mersinis	Admissions/Student Administration	admissions@ipshilversum. nl / info@ipshilversum.nl

Parent Newsletter

A parent newsletter is distributed via email (through Toddle) on alternate Friday afternoons, or on the final day of a shortened school week. The newsletter provides information regarding current school events and includes communication from the PTA.

Archived newsletters are available on the school website under the 'About Us' section.

Concerns

Should you have concerns or questions regarding your child, we encourage you to discuss them with your child's class teacher at the earliest opportunity. If the matter is not satisfactorily resolved, please contact the Assistant Principal or the Principal. Overall, where people work there can occasionally be misunderstandings or mistakes made. In the first instance, the incident should be discussed with the class teacher or those directly involved. Our teachers take both parents' and children's concerns seriously and listen carefully to reach the best possible solution. However, there can be situations where a parent or child is unable or unwilling to speak with the teacher(s). In our school, we have several trained, designated contact persons.

Every parent is entitled to consult the school's designated confidential contact persons. All discussions are treated with strictest confidence, and no further action will be taken without parental consent.

Contact: contactperson@ipshilversum.nl

Complaints Procedure

Our school board, STIP Hilversum, has adopted the national model complaints procedure.

External confidante: Dominique Maas <mailto:maas@devertrouwenspersoon.nl>

General Information

Admissions

Whether you are currently resident in the Hilversum area or relocating from another city or country, we are here to guide you through the enquiry and application process. Our Admissions Team possesses comprehensive knowledge of the local area and both the Dutch international and state-funded school systems and is well placed to advise you on the most suitable educational pathway for your child.

IPS Hilversum is a state-subsidised Dutch International School; accordingly, admission is subject to conditions established under Dutch legislation. As English is the language of instruction, the school provides support for students whose first language is not English. Admission is confirmed only once it has been established that the programme is appropriate for the child's needs and a place is available. Please consult our complete Admissions Policy on the school website.

After-School Care

Several after-school care facilities (BSO – Buitenschoolse Opvang) are available in Hilversum. IPS is affiliated with BINK (binkkinderopvang.nl/en/), who collect children from their respective campuses. IPS has no influence on the placement of our students; this is determined by BINK and the availability of space.

After-School Activities

A variety of extracurricular activities are offered at the school, including capoeira, drama, and pottery workshops. These activities are provided by independent external organisations; participation is optional and additional fees apply.

Supplementary Dutch tuition is delivered by external educators; further information, including diagnostic assessments and fees, is communicated to parents after the commencement of the academic year.

Allergies

Parents are requested to ensure that both teachers and parents within their child's class are informed of any allergies. In certain classes, nut products must be avoided owing to the risk of severe allergic reactions. Please consult your child's class teacher for specific guidance.

Attendance

School attendance is compulsory from the age of 5 until the end of the academic year in which the child turns 16, in accordance with the Dutch Compulsory Education Act. This legislation applies to all residents of the Netherlands, irrespective of nationality. Attendance for students aged 4 is not mandatory; however, compulsory attendance commences on the first day of the month following the child's fifth birthday.

Camp group 7 & 8

Students in both Group 7 and Group 8 participate in a three-day, two-night Camp trip as a compulsory component of the school curriculum. Students cycle to the camp location with their teachers and share accommodation with peers from their year group. In 2026–2027, the Group 7 Camp is scheduled for 9–11 June 2027 and the Group 8 Camp for 14–16 June 2027.

Drop-off and pick-up from school

Students should be present in the school playground at least five minutes before the start of the school day.

Early Years and Group 2 students are accompanied by their teachers to the designated collection area within the football pitch, where parents collect them.

Groups 3, 4 and 5 are escorted to the gates by their teachers.

Parents of students in Groups 6–8 should wait at the school gates, where teachers will dismiss children. Students in the upper school may cycle to and from school unattended, please inform the school office of this choice and the teachers.

Electronic Devices

Electronic devices should not be brought to school. Should your child require a mobile telephone, it must remain switched off and stored in their school bag throughout the school day.

Personal mobile phones and smart watches may not be used in school. Students may use their phone to let their parents know that they have arrived at school. After that, the phone must be switched off (or put away) and stored in their own bag. They may only use their phones and smart watches again after the school day has ended. These rules also apply to all after-school activities.

First Aid, Fire Safety & Evacuation

Evacuation drills are conducted regularly to ensure that all members of the school community are familiar with emergency procedures. IPS Hilversum maintains more than the statutory minimum number of adults trained in first aid, and staff participate in annual refresher courses for both first aid and fire safety.

PE Equipment & Reading Folders

All new students receive an IPS gym bag and an IPS folder for reading books, library books, and school-home correspondence. Replacement items may be purchased from the school office for €5.

Head Lice

The management of head lice is parental responsibility. The school issues periodic reminders via the newsletter. Should your child be affected, please inform the school promptly.

Healthy Eating & Celebration Treats Policy

As part of our commitment to promoting healthy eating habits, we kindly request parents' cooperation in providing nutritious snacks and lunches. We encourage healthy mid-morning options such as fruit, vegetables, seaweed, or cheese and crackers.

Non-nutritious items such as confectionery, crisps, and sugary snacks are not permitted in school. In support of our sustainability objectives, we ask that plastic packaging be minimised wherever possible.

Newcomers' Guide

A newcomers' guide is provided to all new families and is also available on the school website. It is updated annually and offers practical information about the local community, services, organisations, and customs.

Parking

Parents and guardians are expected to observe the parking and road safety protocols in the vicinity of both campuses. IPS Hilversum expects parents to respect the residents who live in the vicinity of the school. We promote safe and considerate parking around our schools, giving priority to pedestrians and cyclists. All parents are expected to consider the local residents whenever they drop off and pick up their children by never parking:

- across residents' driveways, even for a few minutes
- on pavements
- on corners (as it prevents a clear view for those crossing the road)
- directly in the area outside school for a quick drop-off
- in a way that obstructs the road for others

Playground

Dogs are not permitted in the school playground.

Bicycles, skateboards, scooters, and similar items may not be ridden in the playground except where they form part of supervised play equipment during break times.

Photographs and Media

It is the school's practice to publish photographs of school activities and events on its website, on social media platforms, and in other school publications.

Should you wish your child not to be featured in any such material, please submit a written request, which will be retained on your child's file. You will be asked to sign your agreement to this annually in the school agreement form for Terms and Conditions.

Confidential Information

Parents accept that the school has a legal obligation to provide requested information to government ministries (typically limited to age, nationality, and attendance data).

After school has begun, parents can be contacted by the class parent representative who will be provided with a family contact email address by the school. Should you wish this information NOT to be shared in this way please send a written request to the school office: info@ipshilversum.nl.

School Insurance

The school holds collective accident insurance covering incidents during official school hours, school excursions, and school-related activities conducted under staff supervision. Public liability insurance is also in place for all schools within the STIP foundation.

Sickness

In the event of illness or anticipated lateness, the relevant campus office must be notified before the start of the school day. Following an episode of vomiting, the child should not return to school for a minimum of 24 hours.

Concerns regarding a student's frequent lateness or absence may be referred to the Care and Advice Team (ZAT – Zorg Advies Team).

Voluntary Parental Contribution

Unlike Dutch schools, IPS Hilversum does not request any additional voluntary parental contribution. School excursions, learning materials, and all other school-related activities are fully funded by the school.

Our Community

School Leadership

Name	Role	Email Address
Juliska Blom	Principal	principal@ipshilversum.nl
Claire Bethlehem	Assistant Principal	cbethlehem@ipshilversum.nl
Karin van der Cammen	Inclusion Coordinator – Mondrian	kvandercammen@ipshilversum.nl
Nadia Nazary	Inclusion Coordinator – Rembrandt	nnazary@ipshilversum.nl
Nadia Boucard	PYP Coordinator	nboucard@ipshilversum.nl

Parent Teacher Association (PTA)

IPS Hilversum benefits from an active PTA comprising dedicated parent volunteers who organise special events and activities for students and facilitate information sharing and social networking amongst families. The PTA's efforts extend beyond the international community within the school to promote integration within the broader local community. The PTA also plays a key role in raising funds for extracurricular activities not covered by tuition fees. New members and class representatives are always warmly welcomed.

School Council (Medezeggenschapsraad)

The School Council operates in accordance with the Dutch participatory governance model, in which staff and parents are represented and fulfil an advisory role in specified areas of school vision and planning. The Council's responsibilities include approving designated school policy documents and communicating the perspectives of staff and parents on the school leadership.

Student Council

Students at the Mondrian campus elect Student Council representatives annually. The Student Council convenes regularly with their teacher mentor and organises enrichment activities throughout the academic year. They also meet with the Principal to discuss proposals for improving the school experience.

Appendix I – Standard Terms & Conditions

Academic Year 2026–2027

General Information

IPS Hilversum provides high-quality international education at a reasonable cost, supported in part by subsidies from the Dutch Ministry of Education. These subsidies constitute a portion of the total operational costs; accordingly, the school levies tuition fees to ensure the delivery of quality education by skilled, internationally recruited educators, to maintain smaller class sizes, and to fund English Language Acquisition and learning support services as detailed in this School Guide.

These Standard Terms and Conditions constitute a legally binding agreement between you and IPS Hilversum. Tuition fees are determined annually for the forthcoming academic year, taking into consideration indexation, inflation, and any changes in government funding.

Admission to the School

IPS Hilversum operates a non-selective admissions policy and welcomes applications from any student who can demonstrate the ability to access and benefit from the IB PYP curriculum, as evidenced by previous school reports and recommendations. Applications are accepted at any time throughout the academic year, up to one year in advance (commencing 1 September).

During the admissions process, the Admissions Team communicates enrollment criteria. For students with any form of educational or behavioural difficulty, parents must provide comprehensive documentation including academic history, psychological or educational evaluations, and details of any specialist support previously received. Parents consent to the school contacting previous schools or relevant professionals for information pertaining to the child's education and wellbeing. Upon receipt of complete application materials, the Admissions Team evaluates whether the school can meet and accommodate the students' learning needs. Failure to disclose information relating to existing learning or behavioural difficulties may jeopardise the child's place. Where a personal educational assistant is deemed necessary, the full associated costs shall be borne by the parents.

Annual Tuition Fees 2026–2027

Fee	Condition	Amount
Application Fee	One-time, non-refundable payment per student, payable prior to processing application.	€350
Tuition Fee	Refer to payment conditions below.	€5,200

Payment Structure

For all parents/guardians whose children are enrolled for the 2026–2027 academic year, invoices will be sent home in a sealed envelope with your child at the commencement of the school year. Parents/guardians bear responsibility for the timely settlement of all invoices, irrespective of any third-party payment arrangements.

Invoices issued after the start of the academic year are sent by email. We emphasise the importance of ensuring that the school holds your current email address at all times, as non-receipt of an invoice does not constitute grounds for late or

non-payment. By enrolling your child at IPS Hilversum, you accept responsibility for payment of the annual tuition fee.

Important: For returning students, if payment of the current (2025–2026) academic year fees has not been received by 15 May 2026, your child's placement for 2026–2027 is no longer assured.

Payment in Instalments

Option	Details
Eight Instalments (August enrolment only)	4 × €650/month (September–December 2026); 4 × €650/month (January–April 2027). Final installment due before 1 May 2027.
Four Instalments	2 × €1,300 before 10 December 2026; 2 × €1,300 before 1 May 2027.
Two Instalments	1 × €2,600 before 10 December 2026; 1 × €2,600 before 1 May 2027.
Late Enrolment (after 31 October 2026)	Minimum payment of €1,880 within 30 days of invoice date, followed by 4 × €680/month (January–April 2027). Final installment due before 1 May 2027.
Enrolment after 1 January 2027	Payment in full within 30 days of invoice date.

Partial Attendance

A minimum of 30 calendar days' written notice is required prior to withdrawal from the school, submitted via the IPS Hilversum Departure Form. Failure to provide adequate notice will result in continued fee liability; any refund will be calculated from the month following receipt of written notification.

First Day of Attendance	Tuition Fee	Final Day of Attendance	Tuition Fee
1 Aug–31 Oct	€5,200	Up to 31 Oct	€2,250
1 Nov–31 Jan	€4,600	1 Nov–31 Jan	€3,900
1 Feb–30 Apr	€3,900	1 Feb–30 Apr	€4,600
After 30 Apr	€2,250	After 30 Apr	€5,200

Additional Costs

IPS Hilversum levies no additional fees. Tuition covers all instructional costs, field trips, activities, excursions, and lunchtime supervision. Tuition does not include after-school activities or childcare. Fees for specialist learning support, speech therapy, and occupational therapy are the responsibility of the respective therapists and practitioners.

School Bank Details

Bank: Rabobank |

Account Holder: STIP Hilversum |

IBAN: NL59 RABO 0365 8180 03 |

BIC: RABONL2U

Payment reference: Annual tuition fee, invoice number, and family name.

Correspondence Regarding Fees

For all correspondence relating to fees and payment, please quote your invoice number and family name and direct enquiries to: finance@ipshilversum.nl.

Terms and Conditions for 2027–2028

Tuition fees for 2027–2028 have not yet been determined; however, they are anticipated to increase broadly in line with inflation. The Standard Terms and Conditions for 2027–2028 will be available from 1 April 2027 on our school website.

Appendix II – Important Dates

Please consult the calendar on the school website (under the Calendar tab) for the most current information regarding school events.

Period	Event	Description
1–3 Sep 2026	Hopes & Dreams	Individual 10-minute sessions for parents (without children) with the class teacher to share aspirations for the year ahead.
10–12 Nov 2026	Three-Way Conferences	Individual 10-minute sessions for parents and their child with the class teacher to review progress and set goals.
4 Dec 2026	Kijkavond	School buildings are open for parents and students to view Sinterklaas-related displays and decorations.
17 Mar 2027	Student-Led Conferences	No regular school. Students attend with their families to present their portfolio and discuss progress.
1–3 Jun 2027	Group 8 PYP Exhibition	The culminating collaborative inquiry shared with Group 8 families and the wider school community.
9–11 Jun 2027	Group 7 Residential	Three days and two nights; compulsory curricular activity.
14–16 Jun 2027	Group 8 Residential	Three days and two nights; compulsory curricular activity.
25–28 Jun 2027	Avondvierdaagse	Optional after-school walking event: four evenings, 5 km per evening. Medals awarded for full participation.
May–Jun 2027	Sports Days	Athletic activities supported by staff and parent volunteers. 09:00–12:45.
2 Jul 2027	Group 8 Graduation	Ceremony held at an external venue. Group 8 dismissed at 12:00.
5 Jul 2027	Bridging Ceremony (EY–Gr 7)	Year group performances marking the transition to the next year group.
8 Jul 2027	Last Day of School	Early dismissal: 11:45 (Mondrian) / 12:00 (Rembrandt).

Appendix III – Stip, Our Local School Board



Missie/visie Stip:

Wij zijn Stip. Samen meer dan uniek!

Wij zijn Stip. Een stichting voor openbaar basisonderwijs in Hilversum. We kijken altijd verder!

Wij geloven dat ieder kind met de juiste aandacht verder komt. Diversiteit is onze kracht. Elke STIP-school is uniek. Daarom is er altijd een school die bij een kind past. Je vindt ons met 17 locaties door heel Hilversum. Samen maken we het verschil met goed en waardenvol onderwijs waar iedereen welkom is. Zo vergroten we kansen voor alle kinderen. Dat is onze Stip op de horizon.

Samen meer dan uniek

Dat zijn we! Met 14 openbare basisscholen bieden we een divers aanbod aan openbaar basisonderwijs. Want elke school is uniek op zijn eigen manier! Klein of groot. En van tweetalig of internationaal tot een onderwijsconcept als Dalton of de vrijeschool. Alle kinderen en leerkrachten zijn bij ons welkom. Samen meer dan uniek!

Talentontwikkeling met Stip op één

Praktisch talent of extra uitdaging nodig? Bij ons staat het kind en zijn of haar behoefte centraal. Iedereen mag zichzelf zijn. We kijken naar de unieke talenten van elk kind en wat of hij of zij nodig heeft om zich optimaal te ontwikkelen.

Bijdragen aan onze wereld

Met lef werken wij aan een maatschappij voor nu en de toekomst. Onze leerlingen krijgen alle ruimte om zich te ontwikkelen. In ons onderwijs nemen we ook de wereld van nu mee. Met onderwerpen als gelijkwaardigheid, inclusiviteit, diversiteit en digitalisering.

Organisatie Stip Hilversum:

De stichting Stip Openbaar Basisonderwijs Hilversum vormt het bevoegd gezag van 14 basisscholen met in totaal 17 locaties. Binnen Stip Hilversum bestaat een scheiding tussen het bestuur en het intern toezicht, door toepassing van het 'Raad van Toezicht model'.

Stip kiest de komende jaren voor een tweehoofdig college van bestuur, waarbij de leden over gelijkwaardige verantwoordelijkheden en bevoegdheden beschikken. Caroline van Veen is de bestuurder met het aandachtsgebied Onderwijs en Kwaliteit. Bestuurder bedrijfsvoering is op

het moment van vaststellen vacant¹. Beide bestuurders zijn zowel gezamenlijk als ieder afzonderlijk verantwoordelijk voor alle bestuurstaken. De formele besluitvorming is voorbehouden aan het college van bestuur in volledige samenstelling.

De stichting heeft naast de Raad van Toezicht als interne toezichthouder de gemeenteraad als externe toezichthouder. De rollen van beide toezichthouders zijn vastgelegd in de statuten van de stichting. Het bestuur van Stip Hilversum is te bereiken via bestuur@stiphilversum.nl

Organisatiestructuur:

In het schema hiernaast wordt de structuur van de organisatie weergegeven.



Raad van Toezicht:

De Raad van Toezicht van Stip Hilversum is bereikbaar via raadvantoezicht@stiphilversum.nl

MR en GMR:

Ouders en personeelsleden kunnen via de medezeggenschapsraad (MR) adviseren over het beleid van de school. Elke school heeft verplicht een medezeggenschapsraad. Naast een MR per school heeft Stip Hilversum een gemeenschappelijke medezeggenschapsraad (GMR), waarbij van iedere school een personeelslid en/of een ouder is afgevaardigd. De GMR overlegt samen met het bestuur van Stip Hilversum over het gemeenschappelijk beleid dat gevoerd wordt binnen de stichting. Dit zijn bijvoorbeeld financiële onderwerpen zoals de begroting en de jaarrekening, maar ook personele of onderwijskundige beleidsafspraken die voor alle scholen gelden. De voorzitter van de GMR is te bereiken via gmrstip035@gmail.com

Stip-bureau:

De schooldirecteuren worden met betrekking tot de beleidsontwikkeling ondersteund door het Stipbureau: <https://www.stiphilversum.nl/Over-Stip/Stip-Hilversum-bureau>

Klachten en integriteit:

Klachtenregeling:

Stip Hilversum en de scholen doen er alles aan om ervoor te zorgen dat u als ouder tevreden bent over het onderwijs dat wij verzorgen en de veilige leeromgeving die wij hierbij bieden. Mocht u onverhoopt toch niet tevreden zijn, dan is het belangrijk dat u dit eerst bespreekt met de direct betrokkene en/of de schooldirecteur.

Als u zich daarna onvoldoende gehoord voelt, heeft u de mogelijkheid om een klacht in te dienen. Wij zullen er dan voor zorgen dat we uw klacht goed afhandelen. Om dit te doen heeft Stip Hilversum een klachtenregeling en hebben we op iedere school een interne contactpersoon klachtenregeling. De interne contactpersoon hoort uw klacht aan en kan u vertellen welke

¹ Op het moment dat deze positie is ingevuld zal dit op de website worden weergegeven

mogelijkheden er voor u zijn. Dat kan bijvoorbeeld een gesprek zijn met de leerkracht en/of directeur, maar ook het advies om uw klacht te bespreken met de externe vertrouwenspersoon. De hele klachtenregeling met de procedure (versie 2023) kunt u opvragen bij de schooldirecteur of kunt u vinden op de site van Stip Hilversum:

www.stiphilversum.nl/Over-Stip/Klachten-en-Integriteit

Vertrouwenspersoon:

Stip Hilversum en de aangesloten scholen hebben een externe, onafhankelijke vertrouwenspersoon. De externe vertrouwenspersoon is om een klager indien gewenst bij te staan en een klacht in vertrouwen aan te horen. Als u niet tevreden bent, kan het soms moeilijk zijn om uw klacht kenbaar te maken en een passende oplossing hiervoor te vinden. De externe vertrouwenspersoon kan u helpen bij het vinden van een passende oplossing. Voor de scholen van Stip Hilversum treedt Dominique Maas op als externe vertrouwenspersoon; zij is te bereiken via

maas@devertrouwenspersoon.nl of via telefoonnummer: 088-111 99 10.

Mocht, na uitgebreid overleg met alle betrokkenen, uw klacht toch niet naar tevredenheid zijn opgelost, dan kunt een officiële klacht indienen. Stip Hilversum is hiervoor aangesloten bij de landelijke commissie Onderwijsgeschillen. Op de site van Stip Hilversum vindt u de LKC-brochure met de te volgen procedure voor een officiële klacht.

Klokkenluidersregeling:

Stip Hilversum kent naast een klachtenprocedure een zogenaamde Klokkenluidersregeling (oktober 2016), een regeling inzake het omgaan met een vermoeden van een misstand binnen de organisatie. Met de komst van de Wet Huis voor klokkenluiders (1 juli 2016) zijn werkgevers met meer dan 50 werknemers verplicht een regeling vast te stellen voor het melden van een vermoeden van een misstand binnen de organisatie. Dit geldt ook voor schoolbesturen.

Deze meldingsregeling moet scholen helpen op integere wijze te functioneren en moet bevorderen dat misstanden in de organisatie daadwerkelijk worden gemeld. Het gaat dan om zaken waarbij het maatschappelijk belang in het geding is, de veiligheid van personen in het geding is of om strafbare feiten en schending van wet en regelgeving. In de regeling staat onder andere:

- wanneer sprake is van een vermoeden van een misstand;
- wat de procedure is bij het melden van een misstand;
- bij welke functionaris(sen) het vermoeden van een misstand gemeld moet worden;
- de verplichting voor de werkgever de melding vertrouwelijk te behandelen.

Voor meer informatie over de Klokkenluidersregeling van Stip Hilversum, kunt u de

Klokkenluidersregeling PO en de 'regeling vermoeden misstanden (versie 2022)' op de site van Stip Hilversum raadplegen:

www.stiphilversum.nl/Over-Stip/Klachten-en-Integriteit

Meldcode kindermishandeling en huiselijk geweld; de aandachtsfunctionaris:

In de wet is vastgelegd dat elke organisatie en iedere beroepskracht die met kinderen, ouders en ouderen werkt, verplicht is om met de meldcode te werken. De meldcode geldt voor partnergeweld, kindermishandeling en ouderenmishandeling (in het vervolg huiselijk geweld) in de sectoren gezondheidszorg, onderwijs, kinderopvang, maatschappelijke ondersteuning, jeugdzorg en justitie.

De meldcode heeft als doel beroepskrachten te ondersteunen in de omgang met vroegtijdig signalen van huiselijk geweld en kindermishandeling. De meldcode bevat hiervoor o.a. een stappenplan. Het stappenplan leidt de beroepskracht stap voor stap door het proces vanaf het moment dat hij of zij signaleert tot aan het moment dat er eventueel een beslissing genomen moet worden over het doen van een melding. De stappen maken de beroepskracht ook duidelijk wat ervan hem of haar wordt verwacht bij signalen van huiselijk geweld of kindermishandeling.

Op alle Stip-scholen wordt gewerkt met het “protocol meldcode Huiselijk geweld en Kindermishandeling”. Hierin staan alle wettelijk verplichte stappen van de meldcode beschreven. In het protocol is ook schoolspecifiek beschreven wie welke vervolgstappen neemt, wie beslissingsbevoegdheid heeft bij elke stap en hoe het kind wordt betrokken in het proces.

Een van de verplichte stappen in de meldcode is om een deskundige collega te consulteren, de aandachtsfunctionaris. De aandachtsfunctionaris functioneert onder meer als aanspreekpunt (zowel intern als extern) en draagt verantwoordelijkheid voor de interne toets op naleving van de meldcode.

Om aan de verplichtingen van de meldcode te voldoen, zijn binnen Stip Hilversum alle intern begeleiders als aandachtsfunctionaris aangesteld. De intern begeleiders van Stip Hilversum hebben een training gevolgd bij de Landelijke Vereniging Aandachtsfunctionaris Kindermishandeling en huiselijk geweld, LVAK. Hiermee zijn de intern begeleiders gecertificeerd aandachtsfunctionaris en werken zij volgens de taakomschrijving die door de LVAK is opgesteld. De LVAK heeft deze taakomschrijving ontwikkeld om de uniformiteit en kwaliteit van de aandachtsfunctionarissen te waarborgen. De aandachtsfunctionarissen werken daarnaast volgens de gedragscode van de LVAK. Zij volgen jaarlijks de verplichte nascholing van de LVAK en zorgen voor het vergroten van de deskundigheid binnen de scholen op het gebied van kindermishandeling en huiselijk geweld.

Vormingsonderwijs:

Onze school is een openbare school. In de wet staat dat op onze school lessen vormingsonderwijs kunnen worden gegeven als ouders daarom vragen. Het godsdienstonderwijs en levensbeschouwelijk vormingsonderwijs worden gegeven binnen de schooltijden, maar valt niet onder de verantwoordelijkheid van onze school. Deze lessen zijn aanvullend op de aandacht die wij als school besteden aan geestelijke stromingen en burgerschapsvorming.

De wekelijkse lessen vormingsonderwijs van drie kwartier worden verzorgd door een bevoegde vakdocent van een bepaalde levensbeschouwelijke richting. U kunt kiezen voor humanistisch, boeddhistisch, hindoeïstisch, islamitisch, katholiek of protestants-christelijk vormingsonderwijs. Als ouders van zeven of meer leerlingen interesse hebben in vormingsonderwijs, kunnen wij deze lessen aanvragen bij de organisatie die het vormingsonderwijs op de openbare basisscholen verzorgt. Er zijn voor u of onze school geen kosten aan verbonden.

Ga voor meer informatie naar de website www.vormingsonderwijs.nl.

Vrijwillige ouderbijdrage:

Voor het schoolfonds vragen we van ouders een vrijwillige bijdrage. Wanneer de ouderbijdrage niet wordt betaald, kan een leerling niet worden uitgesloten van bepaalde niet-lesgebonden activiteiten.

AVG en Privacy:

Stip Hilversum vindt het belangrijk om zorgvuldig om te gaan met informatie en maatregelen te treffen om de privacy van onze leerlingen, ouders en collega's goed te beschermen. Stip Hilversum en de aangesloten scholen verwerken data en gegevens van leerlingen, ouders en medewerkers overeenkomstig de voorwaarden die daaraan worden gesteld in de Algemene Verordening Gegevensbescherming (AVG). Stip Hilversum is er verantwoordelijk voor dat alle persoonsgegevens op een behoorlijke en zorgvuldige wijze worden verwerkt in overeenstemming met de AVG. Persoonsgegevens worden met de grootst mogelijke zorgvuldigheid behandeld en beveiligd.

Functionaris Gegevensbescherming:

Stip Hilversum kent conform de nieuwe privacywet een Functionaris Gegevensbescherming. Deze onafhankelijke, externe deskundige houdt toezicht op de verwerking van persoonsgegevens binnen de organisatie, adviseert het bestuur en de organisatie (on)gevraagd over privacy en behandelt vragen en klachten over privacy. Daarnaast is deze functionaris verantwoordelijk voor periodieke audits binnen de organisatie op het gebied van privacy. Namens Stip Hilversum en de aangesloten scholen treedt Raoul Persoon (Privacy op School) op als Functionaris Gegevensbescherming; hij is bereikbaar via fg@privacyopschool.nl

Gebruik beeldmateriaal:

Beeld- en filmmateriaal waarop leerlingen staan afgebeeld, wordt door de school en de stichting alleen op de website en in de (sociale) media gebruikt als hiervoor toestemming is verleend door een van de ouders of verzorgers. Dit gebeurt tijdens de aanmelding.

Ouders en leerlingen die bij schoolse activiteiten op of rond school foto's of filmpjes maken waarop andere kinderen dan hun eigen zoon of dochter staan afgebeeld, wordt gevraagd deze foto's of filmpjes niet via sociale media te delen. Overigens hebben schooldirecteuren het recht ouders en leerlingen het fotograferen of filmen bij schoolse activiteiten te verbieden als daar aanleiding voor is.

Mocht uw zoon of dochter ondanks onze zorgvuldigheid toch tegen uw zin en ten onrechte ergens staan afgebeeld, dan kunt u dit melden aan

de schooldirecteur. In dat geval zullen wij die foto of video (laten) verwijderen.

Privacyreglement en -verklaring

Stip Hilversum is verantwoordelijk voor de bescherming van de privacy van zijn leerlingen en medewerkers. In het privacyreglement kunt u lezen hoe Stip Hilversum dit doet. In dit reglement kunt u lezen welke persoonsgegevens er verwerkt worden en waarom Stip Hilversum dit doet. Ook kunt u lezen hoe de persoonsgegevens bewaard en beveiligd worden. Tevens staat erin hoe (ouders van) leerlingen en medewerkers hun persoonsgegevens (of die van hun kind(eren)) kunnen inzien, later verwijderen of corrigeren.

Het privacyreglement en -verklaring zijn terug te vinden op de site van Stip Hilversum, zie hiervoor:

<https://www.stiphilversum.nl/Over-Stip/Privacy>

Communicatie over privacy:

Alle directeurs, intern begeleiders, leerkrachten en overige medewerkers van Stip Hilversum en de aangesloten basisscholen zijn geïnformeerd over de nieuwe regels betreffende privacy op de scholen. In iedere school hangt op meerdere plekken onderstaande afspraken die hiermee te maken hebben:

