

School Guide 2011 – 2012
Lighthouse Special Education
International Primary School
Three Little Ships International Preschool



*Lighthouse is an International Department of a
Dutch school for Primary Special Education (SBO)
the Institute for Individual Education (IVIO)
This school is a member of the Haagsche Schoolvereniging (HSV)*



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The School
"Stichting Haagsche Schoolvereniging"

Lighthouse Special Education Primary School
and Three Little Ships International Preschool

School Guide 2011-2012

Lighthouse Early Intervention (3 - 5 years)

Pre-school group fully inclusive:

"Three Little Ships"

Lighthouse Primary School (5-13 years)

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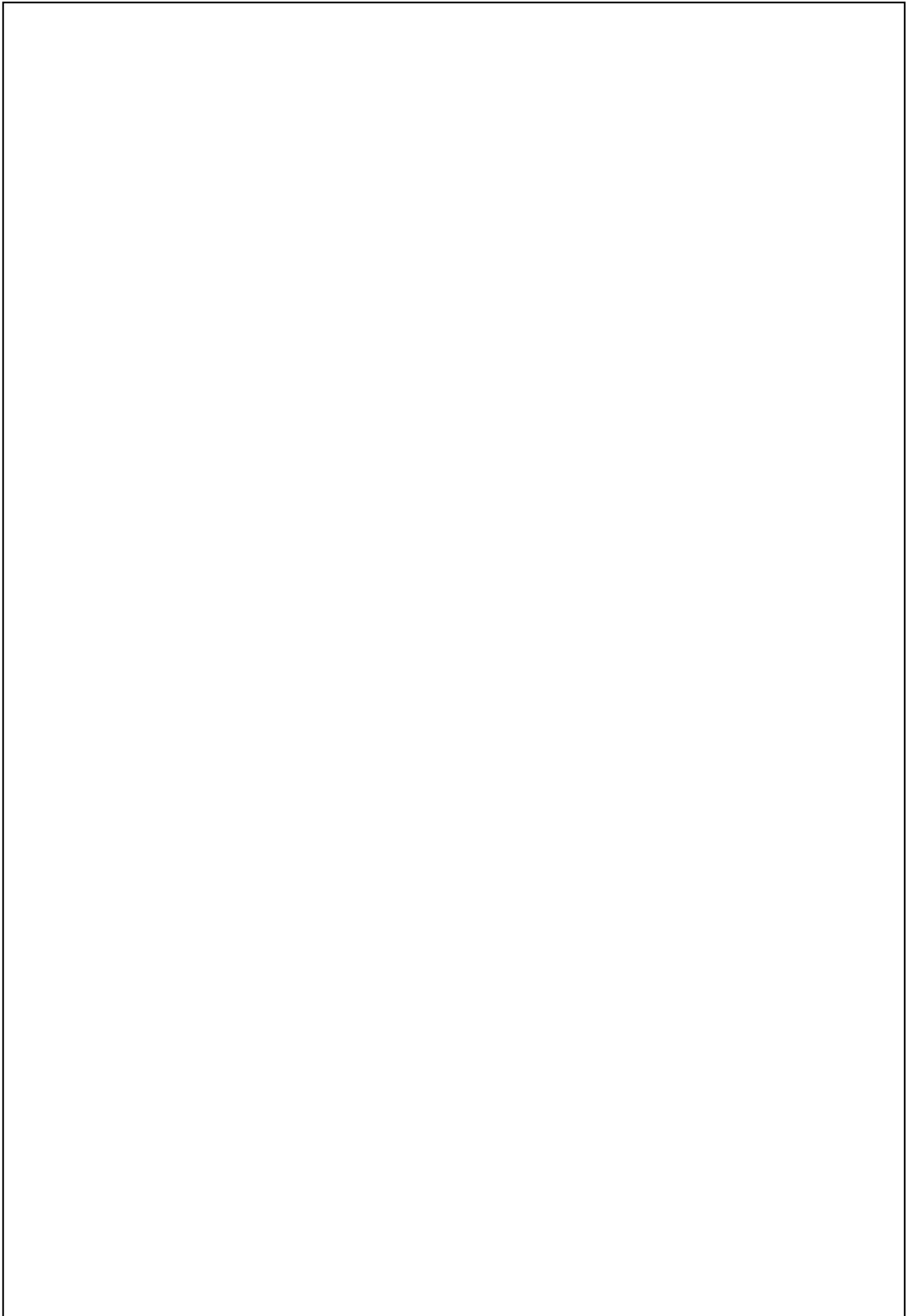
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ING Account : 353 026

: BIC : INGB NL2A

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Make payable to: Haagsche Schoolvereniging inz. Lighthouse
All payments should clearly display the name of the student(s) concerned.



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Lighthouse Special Education and Three Little Ships International Preschool

Dear Parents,

Welcome to the 2011-2012 school year at Lighthouse Special Education and Three Little Ships International Preschool! It is our intent for this School Guide to be an important element in our open communication with you, the parents of our students.

Since January 2009, Lighthouse Special Education (LSE) has been part of the Stichting Foundation Haagsche Schoolvereniging (HSV). Under the HSV, Lighthouse is officially part of the International Department of a Dutch school for Primary Special Education (SBO), the Institute for Individual Education (IVIO). The Preschool "Three Little Ships" was founded in the summer of 2006 by the Stichting Lighthouse Special Education for three and four year old children. The preschool program is designed to include 4-5 children with special needs (Lighthouse Early Intervention) and 11-12 children of typical development.

We value and appreciate parent involvement in our schools. Preschool parents have the opportunity to participate in the Three Little Ships Parent Advisory Committee. The parents of Lighthouse Special Education are represented by the General Parents and Teachers Council (GMR) of the HSV. In addition, parents are encouraged to participate in the Lighthouse Special Education Parent-Teacher Council (MR) and the Activity Committee.

The school guide has been written to provide an understanding of the values and mission of Lighthouse Special Education and Three Little Ships International Preschool and to provide essential information about the procedures, policies, daily schedule and school holidays. All schools under the HSV follow the procedures of Dutch Educational Law.

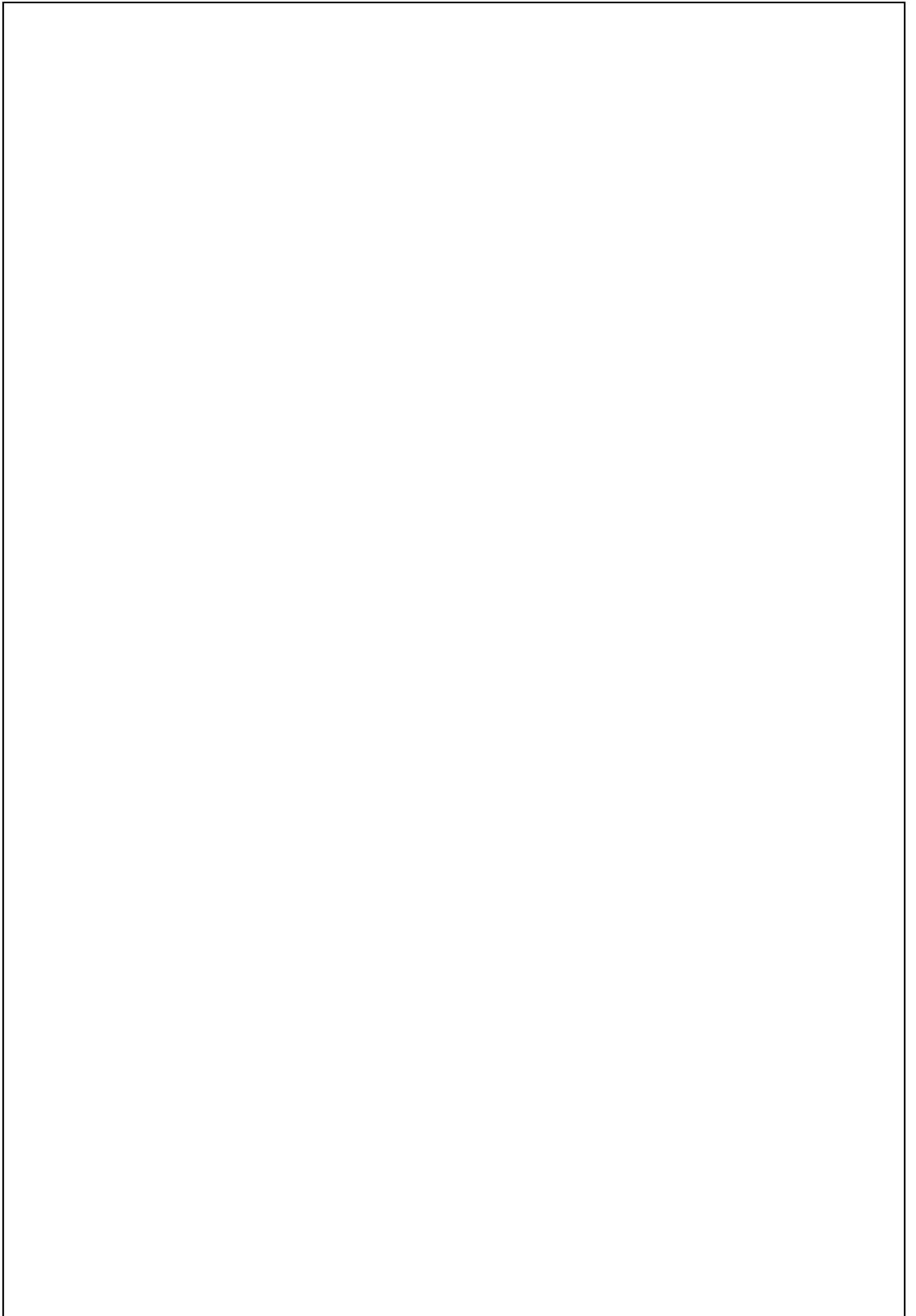
It is a pleasure to welcome you to our warm, enthusiastic international educational community. We look forward to a successful school year filled with positive, collaborative, educational experiences for children, parents, and staff.

Yours sincerely,

Cynthia Jaeger
Director of Special and Preschool Education

*"Do not go where the path may lead,
go instead where there is no path and leave a trail."*

Waldo Emerson



Chapter 1

General Information

1.1 School Premises

Lighthouse Special Education and Three Little Ships International Preschool is located at: Amalia van Solmsstraat 155, The Hague (tel: 070 33 55 698)

Children with special needs from 5 to 13 years of age attend the primary school of Lighthouse Special Education. For more information about Three Little Ships Preschool, please refer to the website: www.lighthouse.nl

Children with special needs from 3 to 5 years attend the Early Intervention Programme "Three Little Ships". This programme is offered to students at the location: Amalia van Solmsstraat 155, The Hague (070 33 55 698)

Lighthouse children in the Early Intervention Programme are integrated into the mainstream preschool of "Three Little Ships". This is an officially certified and registered Kinderdagverblijf.

The Early Intervention Programme is led by personnel of the Lighthouse Staff.

For outdoor playing facilities, Lighthouse makes use of its school playgrounds.

For more information about Three Little Ships Preschool, please refer to the website: www.threelittleships.nl

1.2 Context Statement

Officially Lighthouse is an International Department of a Dutch school for Primary Special Education (SBO): the Institute for Individual Education (IVIO). This school is a member of the Haagsche Schoolvereniging (HSV).

The International Department is authorised by the Ministry of Education to execute its curriculum in English.

1.3 Project Coordination

The Director of Lighthouse Special Education and Three Little Ships International Preschool is Dr. Cynthia Jaeger.

What Lighthouse Represents

2.1 Mission Statement

The Lighthouse Foundation for Special Education was established in 1998 to serve those members of the international community in The Netherlands whose children have special educational needs.

Using a special educational programme conducted in English, and seeking advice and support from parents and educational institutions, Lighthouse Special Education offers quality education to children with complex behavioural and/or developmental problems. Our educational approach is based upon identifying the specific abilities/talents and educational needs of each student. In this procedure the input and the involvement of both children and parents are of the greatest importance.

Given the mobile nature of the expatriate community, we strive to make the learning process flow as smoothly as possible by communicating with the former school and by assisting with the transition process to the next school. This is an essential part of our policy. As children gain essential skills and are ready to access mainstream education, efforts are made to support their return to less specialised educational environments. Lighthouse encourages integration into mainstream education, giving children with special needs the opportunity to be educated with their typical peers and to learn to be part of the community.

2.2 The Educational Climate

Working and learning are based on a climate of security and respect for one another, requiring a structured way of teaching and communicating. Much attention is paid to social interaction and to creating a positive working and learning environment. Within our secure environment we accept and respect children the way they are. We recognize each student as a unique person, and we show this by emphasizing the importance of tolerance and acceptance, communication and trust, individual attention and support, challenge and encouragement, and by creating the opportunity for positive experiences.

2.3 Early Intervention

Children of 3 to 4 years of age with developmental delays or any other special problems that may affect their further development may enter the Lighthouse Early Intervention Programme. This involves inclusion in a mainstream preschool group with a high staff-to-pupil ratio. In this setting, Lighthouse provides an individualized programme for each child that may be preventive or remedial in nature. In some cases the child may be admitted for an assessment /observation period of a year, and the focus may be on diagnosis. As far as the importance of the child's home environment is concerned, there are two paths to intervention:

1. A school-based individual programme that provides the child with specialist staff support and access to therapies.
2. Support and assistance to the family in order to extend the range of the intervention plan.

2.4 Development of Lighthouse Special Education

Lighthouse Special Education has been operational since September 2000. The number of students will always depend on the policy of the mainstream international schools to accept children with special needs. Children may be admitted to Lighthouse Special Education if they have a documented special educational need and their parents are internationally mobile to the degree that they will only stay in the Netherlands for a few years; or if they are here for longer, but it is decided by the admission panel that the student will be disadvantaged by having to change to the Dutch educational system due to the change in language.

The total number of Lighthouse students tends to fluctuate between 20-25 students. A close cooperation with the international mainstream schools has been established. In some cases Lighthouse students are accepted in these international mainstream schools with the special assistance of Lighthouse. The HSV has the policy that brothers and sisters of Lighthouse students have preference for admission to the international mainstream primary department.

Chapter 3

Intake and Admission Procedures

3.1 Admission for Three Little Ships International Preschool

1. Parents must register separately for the Three Little Ships International Preschool and the international departments of primary School HSV (Nassaulaan, Koningin Sophiestraat, and van Nijenrodestraat).
2. A place granted in preschool does not guarantee a place in one of the international departments of primary School HSV.
3. Three Little Ships Preschool will give priority to siblings of students of HSV (including Lighthouse Special Education).

Applications for Enrolment for Three Little Ships can be found on the website: www.threelittleships.nl

Enrolment Procedure for Lighthouse Special Education

This procedure is organised in accordance with Dutch Law, the Commission of Care and Indication, www.wsns3504.nl and the Wet op de Expertise Centra (WEC), www.st-ab.nl.

3.2 Application Process for Lighthouse Special Education

When parents apply for a place at Lighthouse for their child, they are invited for an introductory meeting with the Director and the Learning Support Coordinator at which time they are informed about the school and about the admission procedure. Based on information from the parents and supporting assessments/documentation, a decision is made as to whether Lighthouse Special Education is a viable option for the child.

In the event that Lighthouse is deemed a suitable placement for the child, the parents complete the relevant application forms. They are also asked to sign a statement that authorises Lighthouse to request reports from other institutions involved with the child. Sometimes additional inquiries and assessments are necessary, and may be completed by the Lighthouse Assessment Team. Assessment fees are posted on the Lighthouse website.



3.3 Admission Procedure for Lighthouse Special Education

The Ministerial "Commission for Care and Indication" (Zorgcommissie) makes the final decision as to whether Lighthouse is the right place for the child. The Commission for Care and Indication will review the information provided; it may decide that further assessment is necessary, either because the reviews are too old or not complete.

During the admission procedure the child may attend school for the purpose of observation. The social worker, psychologist or Director will interview the parents.

When the "Zorgcommissie" has concluded that Lighthouse is the right place for the child, the parents are informed about the results of the inquiry and the advice. If parents agree with the advice to enrol the child, a date is set for the child to start school. The parents have the right to appeal the decision in case the "Zorgcommissie" advises against enrolment in the Lighthouse Special Education.

Chapter 4

The Organisation of the Education

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4.1 The Daily Schedule

See chapter 9.1 for the school hours pertaining to the different groups.

The day begins with free choice of activities, followed by table work and then circle time, where children may share their experiences and where the teacher discusses the programme of the day. Then the children start their work as indicated by the daily schedule. The learning programme is adapted to the individual needs of the children. This may include group activities, individual assignments and working on the computer. During the lessons a child may be given special assistance and therapeutic activities outside or inside the classroom.

4.2 The Teaching Goals

Students are challenged to further their development by means of an individualised curriculum and provision of varied challenging learning opportunities. The development of our pupils is stimulated through the teaching of social and learning skills.

The students have a variety of developmental challenges that necessitate specific instruction and assistance. Therefore, the teacher and classroom support staff provides individual and small group instruction as needed. The teacher will work with the whole group during circle time and for some social studies and art activities.

The rules, the daily schedule, the time table and the fixed moments of individual or group treatment give a clear structure for the children to develop their knowledge and skills. By means of a visible daily schedule, the routine of the day is both understandable and predictable for the children.

In every group the teacher tries to create a warm and challenging environment. Whenever cooperative learning between children is possible, the opportunity is grasped to enhance the learning experience. Independent work and problem-solving are encouraged and facilitated, which is important for the development of self-confidence and self-help skills.

4.3 Curriculum and Activities

Play based learning for the Younger Children

● **Play**

Play is important for young children to learn skills that are crucial for daily life. In the Preschool and in Lighthouse, children play every day. Through different sorts of play, such as constructive play, fantasy play and play guided by the teacher, social-emotional development will be enhanced.

Children learn through thematic play such as spring, shopping, or feast days, which are presented in topic projects.

● **Arts and Crafts**

Arts and crafts activities such as singing, puppet plays, handicrafts and drawing, take place daily.

● **Language Activities**

Many activities are organised to enhance speaking and listening, for instance through circle time or reading to the children by the teacher. Specific attention is paid to the development of language throughout the day.

● **Working on Learning Conditions**

Using a variety of developmental materials the children are stimulated to increase skills, attention and focus, and language. They follow a well-prepared programme adapted to their level and needs. Many of the activities support important preconditions for reading, writing and math. As the children develop, they may enter the stage where they are able to move into literacy and numeracy. The activities offered are carefully chosen to enhance motivation and work attitude. Much attention is paid to social, emotional, and behavioural development, including self-help skills.

Older children

● Playtime

Opportunities for play are built into the daily routine for older students. Outside playtimes are organised together with students from the HSV International Department. Emphasis is placed on social, emotional and physical development.

● Basic Skills

The basic skills of reading, spelling, language and math are emphasised for older children. The basis of the programme is strategies from the British National Curriculum and the International Primary Curriculum (IPC). These are cross referenced with the stated learning outcomes for the Dutch Primary Education Curriculum. The programme is specified for each child individually. We also address work attitude (independent work), motivation, social, and emotional development and self-help activities in a structured way. In addition to the regular learning material for the different key subjects the school has supplementary materials at its disposal, including therapeutic materials. Opportunities for integration into the mainstream are encouraged with assistance as the child is ready.

● Extra-curricular activities

In addition to the regular curriculum there is time and opportunity for pleasure and relaxation. Therefore extra-curricular activities are organised during school time.

Activities such as:

- parties (e.g. Sinterklaas, feast days, School-Family Picnic)
- cultural activities (e.g. concerts, multi-cultural presentations)
- field trips (e.g. art museums, local farm, sea life aquarium)
- life skills (e.g. shopping, managing traffic, using public transportation).



Individual Student Care

5.1 Special Care and Multidisciplinary Support

In addition to the education and support the child receives from the teacher, specialised assistance may be necessary for specific developmental, learning, or social-emotional problems. Multidisciplinary therapies are integrated into the daily schedule and are offered inside or outside the classroom. Parents will be charged separately for these therapies.

Sometimes assessment by experts is necessary to get a clearer picture of the special help that is needed so that an appropriate educational plan can be put in place. Lighthouse has a skilled multidisciplinary team of professionals who work together to provide a comprehensive assessment of a child/student. Multidisciplinary therapy including speech and language therapy, physical therapy, occupational therapy and sensory-integration therapy is available at Lighthouse.

5.2 Speech and Language Therapy (SLT)

Speech and Language Therapists are specialists in communication disorders. The ability to communicate is essential to all we do, who we are, how we learn and how we relate to each other at home, at school and at work. Thousands of children fail to profit from education, social, economic and career opportunities due to communication difficulties.

Speech and Language Therapists work to assess, diagnose and develop a programme to maximize the communication potential of the children under their care. They also support children with swallowing, eating and drinking difficulties. The therapist will make use of the support of the parents and the teachers to implement the individual programme of the child.

5.3 Occupational Therapy (OT) and Physical Therapy (PT)

Occupational Therapy and Physical Therapy are types of treatments that help individuals to achieve or regain independence and satisfaction in all aspects and activities of their daily life. Intervention is targeted towards those areas that are interfering with the child's ability to function. These include gross motor, fine motor, sensory-motor integration and self-help skills. Often, intervention is given in the form of play activities specifically designed to facilitate and support the student's self-help, play and learning skills. This may be offered in individual or group therapy sessions, in the therapy room or in the classroom. The Occupational and Physical Therapists also give advice and guidance to the parents and teachers of the student.

5.4 Student Monitoring System: IEP

In order to systematically monitor the students, the staff discusses every child individually and the class as a whole on a regular basis. For every student an Individual Educational Plan (IEP) is designed, based on specific educational and didactic needs. During their time at The Lighthouse the children are followed with the use of a monitoring system (P-scales from the British National Curriculum) designed to track their development and progress in the areas of learning, social, emotional and behavioural development. In addition, the teacher records what subject matter the student has been offered and has mastered. Several times a year the IEP is reviewed and modified based on the student progress. The report is saved in an individual educational portfolio.

In addition to the educational portfolio, there is a general confidential file. In this file all information about the child is kept, as far as it is relevant to the education of the child. This means that the file may contain reports of admission inquiries, reports from former schools and from external therapists. Also reports of discussions, of interviews with the parents and of treatments will be kept in the confidential file. This file is accessible only to professionals who are directly involved with the education and care of the student. Under the Dutch Law of Privacy, access to this information is restricted and professional secrecy is guaranteed.

Chapter 6

The Parents

6.1 The Importance of Parent Involvement

Parents are responsible for the education of their children. A school cannot solely adopt this responsibility, but the school should, in communication with the parents, be a partner in the education of their child. This can only succeed if the proper parental involvement is in effect in the school, from intake to the last day of school. The Lighthouse and Three Little Ships Preschool presumes that parents are prepared to play their part in the success of the school programme. The Lighthouse also counts on the parents for an active attitude in helping with their child's assignments or homework.



Parents give permission to the Lighthouse and Three Little Ships to use photo or video material taken in therapy, playgrounds or classrooms for informational or/and promotional and fund-raising purposes. We will also post photos of important school activities and events as well as share photos with our Board, Ambassadors, and those interested in supporting our school.

6.2 Information to Parents

School Guide

The school finds it of major importance to inform parents about the events and routines of the school. Parents are encouraged to review the school website for important school documents such as the School Guide, meeting minutes, monthly newsletters and school updates. A hard copy of the School Guide is provided to families at the beginning of the school year. The guide provides answers to many questions and is a handy reference book throughout the school year.

Teacher-Parent Conferences

Parents may always make an appointment with the teacher to discuss issues pertaining to the development of their child. Teachers may be consulted briefly before or after school, but not during lesson times. Furthermore IEP meetings will be offered in the Fall and Spring to review a child's progress and discuss new IEP goals. The evaluated IEP's are the student's record of progress throughout the school year.

Reports

At the end of the school year, parents whose children are leaving the school will receive a written summary report of their child's progress throughout the year. Otherwise, progress is documented in the IEP.

Parents Evenings

Twice a year an information meeting for parents will be held at the school. The parents are informed about the educational programme and about the latest school developments.

Home-School Diary

For students who have difficulty communicating, or for parents who do not bring children to school daily, a communication book is made available for parents and teachers to exchange relevant information about the child.

6.3 Class parents

Each group has a class parent. This is a father or mother who supports the class teacher in helping to organise class activities and parents' evenings. This parent is also the contact for new parents. However, questions regarding your child's educational and social progress should be discussed with the class teacher and not the class parent.

During the year we organise a range of activities that we welcome parents to join in with. Below you will find some of the activities for which the class parent may approach you for assistance:

- Class field trips;
- St Nicholas feast (5th December);
- Summer Party;
- The end of year school trip;
- Christmas celebration;
- Sports days.

If you would like to become a class parent please contact your class teacher.

6.4 Parent Parent/School Councils and Committees

There are different ways for parents to have a say in the school's policy. Informally parents can give suggestions or express complaints to the teacher, to the Director or to the School Board. Parents can also join the HSV Parent Association, or for parents of preschoolers, the Three Little Ships Parent Advisory. A special parent meeting will be held in September to introduce the Heads of the HSV and to discuss the introduction of a Parent-Teacher Advisory Committee for Lighthouse Special Education.

6.4.1 The Parent-Teacher Site Council (MR)

MR stands for the Dutch word Medezeggenschaps Raad. This literally means "Right of say Council". In essence the MR is a co-administration council (a mixture between a traditional Parent Teacher Association and a School Council). It is a requirement by Dutch law to have an MR in Every school.

The MR plays an important role in the communication between parents, staff and Management by taking a critical look at proposals from the Board. The MR can advise or, in some cases, approve or disapprove, before a decision is final. The Lighthouse MR is made up of two parents, two teachers, and the Director of the school.

The MR limits itself to issues at a school level looking after the interests of the different parties it represents and discussing their needs with Management. It is therefore important to get know your MR Representatives and let your voice be heard. The members of the MR are listed on the Lighthouse school website. The Minutes and Agenda of their meetings are posted on the website.

6.4.2 The Joint Parent - Teacher Association (GMR)

From 2007, school foundations which have more than one school under their responsibility, have the legal obligation to include a General School Council (GMR). The issues discussed in the GMR deal specifically with matters that affect the whole of the organisation, such as Budget, Annual Report, School Policies and Personnel issues.

The GMR (Joint Parent - Teacher Association) consists of a small group of representatives of parents and teachers from all HSV schools. They are the direct communication partner of the Executive Director and supervisory board, and discuss the school policy of the HSV Foundation. The GMR consists of representatives (each a parent and a teacher) from each school/department of HSV. Any matter concerning just one school remains the responsibility and authorization of the individual association (MR).

The purpose of the GMR is to help ensure a high quality education at the schools of the HSV Foundation. It goes without saying that to reach this, a constructive co-operation is necessary between parents, teachers, directors and board members. The GMR is in practise, just like the board, mainly busy with creating conditions to be able to make decisions.

6.4.3 Activity Committee

The school has an Activity Committee consisting of parents/guardians chosen from and by the parents, staff members and school management. The main role of the Activity Committee is organising and running social events for the benefit of the school.



Chapter 7

Financial Matters

7.1 In General

The existence of Lighthouse is based on three financial pillars:

1. Government subsidy
2. Contribution of the parents and / or their companies or employers
3. Donations from others (City of The Hague, Stichting International Onderwijs, private initiative, International Business, etc.)

The Government subsidy is based on the number of students attending Lighthouse who have been approved by the Permanente Commissie Leerlingenzorg (PCL) by the 1st of October. This means that this subsidy is not stable and not very large, given the fact that the number of students is small.

The voluntary contribution of the parents is very high in comparison with Dutch norms, but reasonable as compared with the school fee parents with special needs children have to pay in other International Schools. The parent's contributions take care of the major part of the expenses to run the school, in particular staff salaries to support a high teacher-student ratio.

The existence of Three Little Ships International Preschool is based on parent/company contribution, as there is no government subsidy or donation.

7.2 Assessment Fee

As part of the admissions procedure for a student in Lighthouse, an assessment may need to be carried out. The cost of the assessment is approximately € 1200, depending on what is needed. If a student requires assessment in many areas, it is possible that the assessments costs will exceed € 1200.

7.3 Contributions to Lighthouse Special Education

Students 3-4 years of age: € 18,800 - per year

Students 5-13 years of age: € 24,200 - per year

After a child is enrolled, an agreement about the contribution is made and a contract with the parent(s) is drawn up. In principle, the parent contribution is voluntary, but after signing this contract, the parent is obligated to pay their contribution. After the enrolment procedure the contribution can be paid all at once or in three instalments:

1. August through November, payable before 1st August
2. December through March, payable before 1st December
3. April through July, payable before 1st April

Payments are due before the start of a term.

Therapies and transportation will be billed separately and are the responsibility of the parent.

Assessment and Therapy Fees

Speech and Language Assessment	€ 400	Physical Therapy Assessment	€ 400
Intelligence Testing	€ 600	Occupational & Sensory Assessment	€ 900
Occupational Therapy Assessment	€ 400	Psycho-educational Assessment	€ 900
Therapies	€ 65/hr		

7.4 Notice of Withdrawal

Lighthouse works according to a three term academic year and notice of termination must be given at least one term in advance and in writing. Reimbursement of the school contribution will be on a pro rated basis. The accounts for any other services provided, e.g. therapies, must be financially settled before the agreement can be terminated.

7.5 Accident Insurance and Liability for Damage or Loss of Property

The children are insured against accidents during school hours and one hour before and after school. Lighthouse pays the premium for this insurance. The student's accident insurance is an addition to the parents' own insurance. This means that the school's insurance only covers the medical care after an accident in so far as it is not covered by the insurance of the parents. Lighthouse is not liable for the loss of pupil's property, for damage to other children and adults, for damage to the school building or to school properties. The maximum amount that can be claimed per incident is €453.78. As a parent, you are responsible for paying the full amount to the medical institution. The risk of a fine for late or part payment cannot be claimed from the HSV. Therefore, we recommend that the parents take out personal liability insurance.

Chapter 8

Cooperation with other Schools and Institutions

8.1 The IVIO School

Lighthouse is formally part of the "Institute for Individual Education" (IVIO) which is governed by the Board of the Haagsche Schoolvereniging Foundation.

8.2 The Haagsche Schoolvereniging – International Department (HSV-ID)

There are close contacts with "The Haagsche Schoolvereniging", particularly its International Department (Primary Education). The Lighthouse shares its playground facilities with the HSV-ID and many of the Lighthouse students share lessons with the classes of the ID. Both schools are committed to working towards inclusion for as many Lighthouse pupils as possible.

8.3 Collaboration with mainstream International Schools in the Region

The Lighthouse Special Education cooperates with other international schools such as the primary departments of the International School of the Hague (ISH), The British School in the Netherlands, The American School of The Hague and the Elckerlyc School International Department in Leiderdorp. In some instances the Lighthouse may offer advice and support to the mainstream international schools. When they are ready, children from Lighthouse integrate into mainstream education at with an assistant.

8.4 International Day Care

For the very young children Lighthouse cooperates closely with the Board of the playgroups ('peuterspeelzalen') in The Hague, in particular with 2 Samen. This organisation has allowed young Lighthouse children to follow the Lighthouse Early Intervention Programme in their playgroups together with normally developing children.

8.5 Other Diagnostic or Childcare Institutions

Sometimes Lighthouse students (or their families) are referred to other special care institutions. The Lighthouse cooperates closely with many Dutch support institutions such as The Youth Psychiatric services De Jutters, the Pedagogical Institute, MEE, CCE, the Centrum Autisme and The Audiologisch Centrum Effatha. In this way we ensure that International students gain access to mainline Dutch youth services whenever necessary.



Chapter 9

Practical Information

9.1 School Hours

Other than on Wednesdays, children eat lunch at school. Parents are asked to send a lunch and beverage for their child. A morning snack will be provided for the preschool children. The school hours are as follows:

Weekly Schedule	Preschool	Children 5-13 years
Monday	8.45-14.30	8.45-15.00
Tuesday	8.45-14.30	8.45-15.00
Wednesday	8.45-12.15	8.45-12.15
Thursday	8.45-14.30	8.45-15.00
Friday	8.45-14.30	8.45-15.00

9.2 School holiday schedule

	First Day	Last Day
First day of school	Monday 15-08-11	
Teacher Study Day	Monday 19-09-11	
Dutch 'Prinsjesdag'	Tuesday 20-09-11	
Teacher Study Day	Friday 30-09-11	
Teacher Study Day	Friday 14-10-11	
Autumn Break	Monday 17-10-11	Friday 21-10-11
Christmas Break	Monday 26-12-11	Friday 06-01-12
Teacher Study Day	Friday 27-01-12	
Spring Break	Monday 27-02-12	Friday 02-03-12
Teacher Study Day	Monday 05-03-12	
Teacher Study Day	Thursday 05-04-12	
Easter Weekend	Friday 06-04-12	Monday 09-04-12
May Holiday	Monday 30-04-12	Friday 04-05-12
Ascension Day	Thursday 17-05-12	Friday 18-05-12
Whitsun Day	Monday 28-05-12	Friday 01-06-12
Teacher Study Day	Monday 04-06-12	
Summer Holiday	Monday 09-07-12	Friday 17-08-12

- On 5th and 23rd of December 2011 and on 6th of July 2012, school will end at 12.30 hrs.
- The first day of school for the children (including the children of the preschool early intervention group) will be on Monday 15th August 2011. The first three days of the preschool are ½ days, meaning that on Monday, Tuesday and Wednesday of the first week, children will be dismissed at 12:15.
- Teacher study days are scheduled for the staff to participate in professional development and IEP or student report writing. These days are indicated on the school calendar. The students will not attend school on these days.

Parents Evenings

Parent evenings are scheduled for

- Thursday 17-11-2011
- Thursday 15-03-2012

9.3 Illness and Leave of Absence

Notice of Illness

School must be notified on the first day of the child's absence by telephone before 09.00. You may also write a note which can be given to the class teacher. It is important that parents always notify the school in case of illness or a sudden visit to the dentist or doctor. When a child is ill, the parents are required to notify the transportation company by telephone before the scheduled pick-up time. Parents are kindly requested to call the school office when their child is going to be late or absent from school.

Leave of Absence

According to Dutch Law, school attendance is compulsory for children of five years and older. Exceptions to this rule are possible in special circumstances. Families who wish to take their children out of school during term time must apply for leave of absence. Requests should be received in advance and will be granted in the following cases:

When the child:

- must visit a doctor or dentist
- is moving house
- must attend weddings, funerals, religious occasions or special anniversaries
- must return to their home due to serious illness of relatives

Families may take leave in a situation where leave during the normal school holidays is not possible. In such a case the appropriate form must be accompanied by a letter from the employer to support the application.

If families apply for leave for reasons other than those stated above, it must be done in writing on the school leave of absence form at least eight weeks in advance. Families are entitled to take holiday leave in a situation where a family holiday during the normal school vacation is not possible. In such a case, a letter must accompany the appropriate form from the employer to support the application. Please understand that the schools administration is only empowered to grant leave ONCE in any school year for a family. The maximum for any authorised leave is 10 consecutive school days.

Note: Leave of absence requests are not granted in the first two weeks of a new school year nor for the convenience of flight bookings.

Please be reminded that school attendance is compulsory for children over five years of age and that continued absence or arriving late for school is harmful to the progress and development of the student. The school management is obliged by Dutch Law to contact the School Attendance Officer (Leerplicht Ambtenaar) in the event of irregular absences or continual lateness and this can result in a fine paid by the parent.

9.4 Consulting Hours

The Director and/or teaching staff are available for consultation on all issues. It is always possible to make an appointment to speak with the teaching staff by telephone or in person before or after school time. It is not possible to talk with the teachers during lesson times.

9.5 Staff Meetings

Classroom team meetings are scheduled weekly throughout the year, and all-staff meetings are held monthly. During meetings, organisational and educational agenda items will be discussed. If parents want a certain issue to be discussed during the staff meeting, he or she should inform the Director or teacher.

9.6 Toys

Toys are not allowed to be brought to school, except after a birthday. When this happens it is under the responsibility of the parents. War toys and war clothes are prohibited. Interesting objects or books etc. from trips or outings may be brought for show and tell.

9.7 Transportation

If the parents are not able to bring their child to school, in some cases a request can be made to the City government to get City transportation. A parent fee will be charged by the City. Information and forms to fill out are available at school.

Chapter 10

Regulations

10.1 Pupil Files and Privacy

According to Dutch Law, parents have the right to the contents of their child's school file. This right can be taken away if it is deemed necessary to protect the child or if there is a threat to the freedom of others. The contents of the file should be accurate and complete. The file only needs to contain information relevant to the child's education.

Parent authorisation is needed for professionals from outside the school to access the information in the files. There are exceptions to this.

- To request a personal SEN budget (rucksack)
- In order to request a placement in a special needs school
- When a child is transferring from primary to secondary school

The school inspector does not need permission to look into pupil files. When a school inspector visits school s/he always checks a sample of pupils' files.

If parents think that the school has not dealt with a child's file in an appropriate way or they do not agree with the content of the file, there are three possibilities:

1. Make a complaint at the Klachtencommissie (the address is in this school brochure);
2. Make a complaint to the College Bescherming Persoonsgegevens (www.cbppweb.nl);
3. Go to court.

If a parent wishes to view their child's file they should make an application in writing to the Director and it will be made available.

10.2 The use of email

We use email as a useful tool for quick communication especially in a complex environment such as ours. We value its use as a part of our communications strategy between staff in school as well as with families. However it's only a part of our strategy. We do think it is useful to follow some important guidelines.

- Always consider whether a face to face contact is more effective. We welcome parents' in particular into school. We like to talk!
- It may not always be possible for you to receive a reply immediately although we will do our best to respond quickly to you.
- The subject line is most important and helps us to prioritise responses to you.
- Recipients cannot detect tone of voice or other signals which mediate messages.
- Please think twice about who you copy in an email. There are many situations where it is not appropriate to discuss issues with others or that the issue needs to be discussed directly with the class teacher or Director.
- Emails should only be widely distributed when the content relates to business or administrative matters.
- Please take care when you are circulating emails. It is very easy to 'grow' the circulation list of an email, which may not be helpful in sustaining effective communications.
- We prefer you not to discuss individuals within the school community by email (children other than your own, parents and staff). A conversation is always the most effective way to discuss concerns or issues.

10.3 Non Discrimination Code

See: Non Discrimination Code of the City of The Hague

10.4 Complaint Regulation

Since the 1st August 1998 all schools in The Netherlands have been obliged to have a complaints procedure. As a school we feel responsible for the realisation of a safe school with a pleasant educational climate and hope that you will always be able to resolve any issues you may have via the class teachers, Director, or the General Director (representing

the board of governors). However, there may be instances when you feel that you need to take your complaint further. In this case there is a contact person (see below) who will support you in taking this complaint further. In the complaints procedure a distinction is made between complaints about abuse of authority and other complaints. With abuse of authority we mean sexual harassment, discrimination, aggression, violence and bullying. Other complaints can relate to matters such as pupil counselling, application of punitive measures, pupil assessment, and school organisation.

If there are serious complaints about a case of abuse of authority, than you can call upon the (internal) contact person, the external confidential adviser or lodge an official complaint with the complaint committee.

The contact person for Lighthouse and Three Little Ships is: Lisa Mayhall.

You can always contact her to discuss your issues in confidence; she will listen to your story and discuss which steps can be taken. She may refer you to the external confidential adviser of the school (Mrs. M.G. Splithof-Heerschop, Barentszstraat 53, 2518 XD The Hague, under the board). The external confidential adviser will talk further about the complaint and support your possible further steps. The external confidential adviser is independent and talks with this person are also strictly confidential. If necessary, the complaint will be officially lodged with the complaint committee.

Chapter 11

Important Names, Addresses and Numbers

11.1 Members of Supervisory Board of the "Stichting Haagsche Schoolvereniging"

Tarwekamp 3
2592 XG Den Haag
Tel: 070 383 77 30

Chairman:	Dhr. J.C. van der Wolk
Treasurer:	Dhr. R.I. de Jong
Member:	Mw. D.E.M. Wekking
Member:	Mw. D.C. van Bakelen
Member:	Dhr. P. Pronk

11.2 Leader of Stichting Haagsche Schoolvereniging

Executive Director: Mr W. Grijze
Email: wgrijze@hsvdenhaag.nl

11.3 Lighthouse Special Education Foundation

Chairman: Mw. Dorothy Van Bakelen
Note: For more information, email: dorothy10@hotmail.com

11.4 External contacts

Schoolinspector

Dhr. A. de Heer
Rijksinspectiekantoor Zoetermeer
Postbus 501
2700 AM Zoetermeer
Tel: 088 669 60 60
Email: a.nass@ocwinsp.nl



2011-2012 School Calendar Lighthouse Special Education

AUGUST 2011				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

SEPTEMBER				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

OCTOBER				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

NOVEMBER				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

DECEMBER				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JANUARY 2012				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

FEBRUARY				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29		

MARCH				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

APRIL				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

MAY				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

JUNE				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

JULY				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

AUGUST 2012				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

First school day is Monday 15 August 2011, last school day is 6 July 2012

- Lessons end at 12.30 hrs. that day
- Parents evening. Normal schoolday for the children
- Holiday
- Study day/teachers day. No school