

School guide 2023-2024



Casa Bilingual Montessori School



De informatie in dit document vindt u ook
op [scholenopdekaart.nl](https://www.scholenopdekaart.nl)

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Foreword

Good communication between parents and school is important. After all, primary school is an important part of a person's life. Both for the children and for you.

This school guide is intended for parents, caregivers and others involved with our school. In this guide you will find practical information such as school hours, holidays, study days, school rules and childcare. It describes how we organise education and which choices we have made in this respect. What we find important and how we differ from other primary schools. We explain the mission and vision on which our school is based and what you can expect from us.

The school guide also provides relevant information about parental involvement in the school and the other ways in which we inform you.

This school guide has been drawn up with the consent of the parents' section of the Participation Council (MR).

We wish you much reading pleasure.

On behalf of the team of Casa Bilingual Montessori School

1 About the School

1.1 General Information



Contact details

Casa Bilingual Montessori School

Goudenregensingel 25 A

2641AV Pijnacker

☐ 0152010376

☐ <http://www.casaschool.nl>

☐ info@casaschool.nl

Extra locations

Koningshof (Location for the Upper Elementary)

Bakenpad 3

2641SZ Pijnacker

☐ +31 15 2010376

Toddlers (Location for the Toddlers)

Bakenpad 9

2641SZ Pijnacker

☐ +31 15 2001200 (only for the Toddlers)

School board

Stichting Casa School

Amount of schools: 1

Amount of pupils: 338

☐ <http://www.casaschool.nl>

School management

Function	Name	E-mail address
Director - Board member	Tessa Wessels	directie@casaschool.nl

Partnership

Our school is affiliated with Stichting Passend Primair Onderwijs Delft e.o. (Foundation for Appropriate Primary Education).

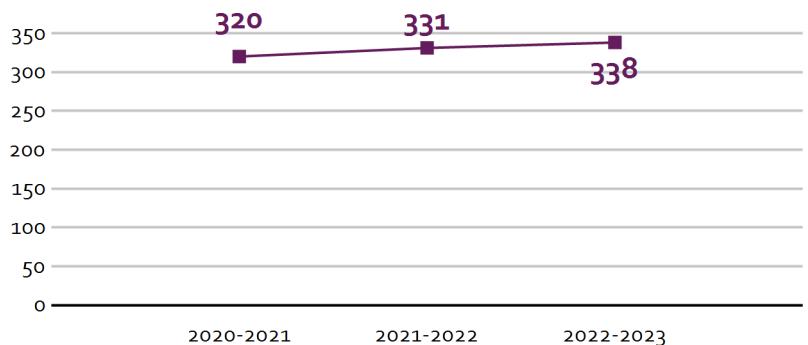
Aantal of pupils

Amount of pupils in 2022-2023



2022-2023

Amount of pupils in the previous years



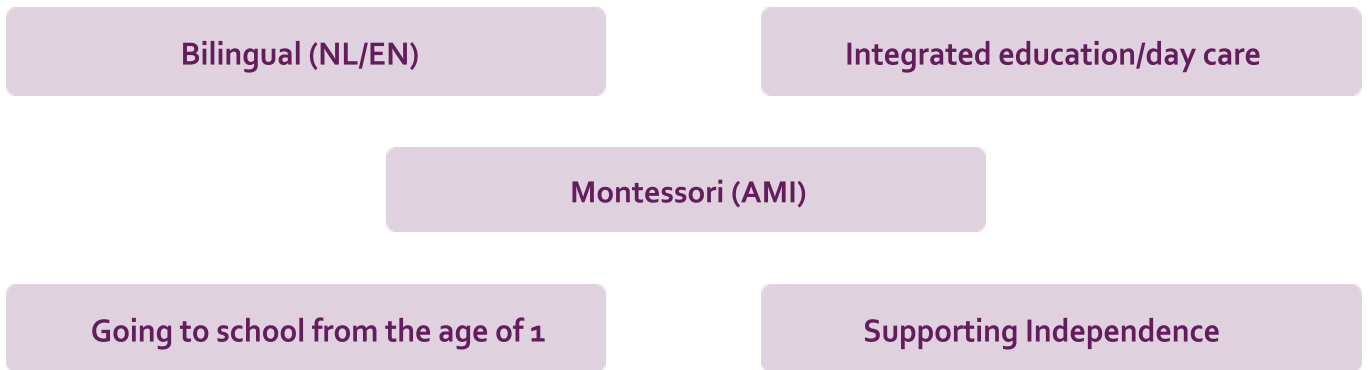
* including 1- to 3 year olds: 455 pupils

Casa started in 2011 with 22 children and will grow to a maximum of 465 aged 1-12. As this overview only

shows ages 4-12, the maximum will be 360 children.

1.2 Mission and vision

Characteristics of the school



Mission and vision

Mission

'Through the child to a better world. – Education for Life:'

At Casa, we nurture the inner strength of children, so that they can contribute to a responsible and sustainable society.

Vision

Based on the values of courage and connection, we offer children a second home; a 'Casa'. A rich, orderly, broadly oriented environment, in which children can move purposefully and freely and in which our guidance matches the developmental needs of each child.

Ambition

The child is a world citizen and takes responsibility for its own actions, contributing to world peace.

- The child has a learning attitude.
- The child is self-directed in its learning process.
- The child can make independent choices, reflect, think creatively and handle change.
- The child masters the basic skills so that they are well-functioning citizens of the world.
- The child is aware that he or she is part of a greater whole and that he or she is dependent on it.

Identity

Casa's unique concept is based on 'Six Pillars'. These pillars are summarised below:

1. AMI-Montessori approach

Casa works according to the AMI (Association Montessori International) guidelines.

2. Bilingual education

Casa offers classes in English and Dutch. Our starting point is that every group should have one Dutch-speaking guide and one English-speaking guide working at the same time.

3. "All Day All Year" concept

Casa offers children a diverse educational programme throughout the day. There is no distinction between school and after-school activities as in traditional schools. Casa also offers year-round holiday flexibility for families.

4. Continuous learning path from 1 year

At Casa, children from the age of 1 are guided according to the Montessori didactics and pedagogy.

5. Nature education

Casa offers daily opportunities for interaction with nature, technology and the environment.

6. Nutrition and food preparation

From an early age, children are involved in all aspects of nutrition on a daily basis.

2 Education

2.1 Organisation of education

Montessori education: Child-centred approach

The approach to education is child-centred and based on mutual respect and cooperation. Children are provided with an orderly and safe environment where they are free to explore and discover. The environment is designed to meet the needs of children at different stages of development. The natural love of learning and the importance of learning at their own pace is nurtured here. Education is not just seen as teaching (passing on information) or transmitting culture, but includes education in its broadest sense. Parents, guides and the child itself are involved. This method is based on following children - on recognising the needs and characteristics of children of all ages and arranging a suitable, prepared environment.

It is important that children learn from each other, which is why children are taught in heterogeneous groups:

- 1 - 3 years
- 3 - 6 years
- 6 - 9 years
- 9 - 12 years

Citizenship education at Casa

Casa attaches great value to the development of citizenship. Citizenship is at the very heart of Casa's vision. Our mission as a school is "Through the child to a better world - Education for life". And the first ambition we have formulated is "The child is a world citizen and takes responsibility for his own actions, contributing to world peace".

The legal requirement to promote citizenship takes shape, among other things, in a goal-oriented approach. This means that citizenship education is at least aimed at the realisation of concrete learning goals. Our objective is to provide children with knowledge, attitude, skills, reflective capacity and desired forms of behaviour in the following areas:

1. Democratic action,
2. Acting in a socially responsible manner,
3. Dealing with conflicts, and
4. Dealing with differences.

Groups at school

Our pupils are grouped as follows:













- **Section groups / Core groups / Heterogeneous groups:** pupils of different ages and levels are in one class

Implementation of education time

What is Education time?

With education time we mean the hours in a week that the pupil is at school. The interpretation of teaching time may differ per school. Children are entitled to sufficient hours of education.



















Implementation of education time year 1 and 2

Block	Year 1	Year 2
Uninterrupted working time morning	 15 uur	 15 uur
Circle	 2 u 30 min	 2 u 30 min
Eating	 2 u 30 min	 2 u 30 min
Outside play	 2 u 30 min	 2 u 30 min
Uninterrupted working time afternoon	 5 uur	 5 uur
Group activity	 2 u 30 min	 2 u 30 min

Children in the Children's House work independently. The environment is completely designed for this, with specially developed materials and activities. This allows the children to explore the world, learn to read and write and develop number sense. The children help prepare the snack and also snack independently. In addition to classroom activities, children can also go to the gym, outside work or the atelier during the morning work period.

From 14.00 there is enriched care for the children with an NSO or Total package. Group guides (teachers) work until 18.00 and therefore the "education time" also runs until 18.00. This also happens during the regular school holidays. Hence our "All Day, All Year" concept.

Implementation of education time years 3 through 8

Block	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Artistic and creative education	 2 uur	 2 uur	 2 uur	 2 uur	 2 uur	 2 uur
Physical education	 2 uur	 2 uur	 2 uur	 2 uur	 2 uur	 2 uur
Uninterrupted working time	 15 uur	 15 uur	 15 uur	 15 uur	 15 uur	 15 uur



During working time, children work independently or in groups, according to their goal book and planning. During this time, they also receive instructions/lessons from the supervisors. In addition, during the week there are various activities outside the classroom, such as gardening, workshop/science centre, music, art, digital literacy and sports. In rotation, the children are on cooking duty.

In the afternoon (12:30 -14:00), there is work again (individual or in groups) and there are, among other things, talks and kanjer-training.

From 14:00, there is enriched care for the children with an NSO (After School Care) or Total package. Group guides (teachers) work until 18:00, which means that "education time" also runs until 18:00. This also happens during the regular school holidays, hence our "All Day, All Year" concept.

Our daily programme is as follows:

- 7:30 - 8:00 : early school care
- 8:00 - 8:30 : Walk-in (all children are expected at 8:30)
- 8:00 - 11:30 : Working time and activities
- 11:30 - 12:30 : Lunch and playing outside
- 12:30 - 14:00 : Working time and activities
- 14:00 : Children with a short day go home
- 14:00 - 18:00 : Working time and activities
- 17:00 - 18:00 : Children are picked up



Additional facilities

Our school has the following additional facilities:

- Library
- Playroom
- Atelier and music room
- Vegetable garden
- Discovery corner (Lower Elementary) and Science centre (Upper Elementary)
- Kitchen per section/class
- Outside workshop and animal care area

2.2 The team

Starting points and different disciplines

Casa works with about 430 children and follows the AMI Montessori guidelines. The children are guided in Dutch as well as in English.

At Casa we do not speak of teachers, but of group guides. In the lower school there are assistants as well as group guides. Parallel to all groups there are activity guides. They provide music, art, sports, digital literacy, nature, science & technology. In addition, the children receive guidance in cooking and learning about nutrition.

Structure of the Organisation

Casa works with a management team. This team consists of four members, namely the managing director and three team leaders. The Toddlers team leader directs the Toddler guides. The team leader of the Children's House (CH) supervises two teams, namely the CH group guides team and the CH support guides team. The team leader Lower and Upper Elementary (LE & UE) supervises three teams: team LE group guides, team UE group guides and team LE/UE support guides.

The MT makes use of a number of advisors in the areas of finance, HR/organisation, educational quality and Special Needs for children.

Specialist teachers

The following specialists are present at our school:



Arts and crafts



Music



Games and
exercise /
Physical education



Drawing



Science and Technology

Staff Holidays

Holiday leave:

Both children and staff can take leave during the school year, so (also) outside the regular school holidays. Casa employs guides who replace the holidays of their colleagues. Every year, all staff members pass on their holiday planning.

Sick leave:

At Casa, there are always two or more guides in the group. Therefore, it will rarely happen that a class has to be sent home. Because Casa's guides have a very specific approach, not everyone can work as a substitute at Casa. Sickness is covered as much as possible within the section, by direct colleagues or, if possible, by the holiday replacement.

2.3 Support for the young child

Our school has additional support for the young child: *Child Centre*. We organise the programme for the young child ourselves.

Casa is an integrated child centre with a continuous learning line from 1-12 years.

When children can walk, they can start in the toddler group (1-3 years). In an environment adapted to them, they learn to become independent. They have a hot meal at lunchtime and are involved in preparing it as much as possible. "Practical life" activities and sensory and exploratory works are also offered, which are also available in the Children's House. Also, toilet learning starts immediately. The children are given training pants and are encouraged to go to the toilet.

Around the age of three, the children move to the Children's House (3-6 years). They then enter the next stage of development. For children of this age group, Montessori educational materials are available, especially geared towards developing and refining skills, including:

- fine motor skills;
- order and structure;
- language;
- sensory perception.

2.4 Quality assurance and school plan

What is Quality Assurance?

Schools work with a plan to increase the quality of their education. The plan helps them to continue to offer education that satisfies all concerned. Quality assurance is about how the goals in the plan are achieved.

Goals in the school plan

Roles of the guides:

Casa aims to make children the owners of their own learning process. In addition, stimulating inquiry-based learning and learning from intrinsic motivation is very important at Casa. This requires a different interpretation of the role of the guides, compared to regular schools. At Casa, a guide has the following roles:

Roles of the guides in the Children's House:

- Observer: Observes and determines his/her actions based on that.
- Instructor: links the environment to the child by giving clear instructions of the materials.
- Keeper of order: maintains the prepared environment - it has to be very orderly, clean and attractive.
- Guardian of regularity: sets boundaries and determines regularity - within this, children can make free choices.

Roles of the guides in the Lower and Upper Elementary:

- Mentor: reflects with the child on his learning goals and development, assists in planning, and

evaluates with the child achieved results.

- Coach: Supports the group in creating a community and provides oversight and support during work periods in the group
- Inspirer: stimulates the imagination of the children by telling stories about the world and encourages the children to go and investigate
- Instructor: gives lessons in knowledge and skills, taking into account the learning style and character of the child

Evaluation of education at Casa:

The actions of the guides are evaluated by means of reflection meetings, class evaluations, coaching and feedback sessions. The need for support is mapped out and included in the personal development plan of the guide concerned. The support is provided externally or, if possible, internally.

Professionalisation:

To be successful, we need to consolidate and work on internal processes. As a team, we are focused and oriented towards development. We expect everyone to be involved in setting goals, in deepening and improving through mutual feedback. Several guides at Casa who do not have a Montessori background follow an online Montessori training of the NAMC or an internal training given by an AMI instructor.

Development plan:

A systematic approach to improvement activities on the basis of a PDCA cycle, annual plans and annual reports, as well as self-evaluations and satisfaction surveys among all stakeholders form the basis for quality assurance. The foundation of this rests on the jointly formulated and supported school vision and the accompanying ambitions. Casa builds on this in the form of numerous policy priorities and improvement actions. These result from the school plan and are made specific in the annual plan. The following improvement processes are currently underway:

- All group guides act according to the Casa method
- The quality frameworks are established and an improvement cycle described
- Developing a programme for parents (supporting upbringing and education)
- Broadening and deepening of the care structure and improving the quality of support
- Integration of the digital world in the Casa curriculum

How do we reach these goals?

Casa works with an annual development plan. It contains development points that relate to the school, a section or group.

Twice a year, we evaluate these development points. These evaluations are based on the following:

- biannual group evaluation with group guides, the director and the team leader
- bimonthly consultation with Special Needs Coordinator (IB), director and team leader
- bimonthly consultation with HR advisor, director and team leader
- MT observations in the groups
- biannual individual reflection meetings of a supervisor with his/her team leader

We round off the development points, adjust them and add new points if necessary.

Currently, this evaluation is done by members of the MT, with input from the teams. We strive to let the teams themselves do more and more of the development and evaluation of the points.

3 Support and safety

3.1 Extra support for pupils

What is the School Support Profile?

Pupils sometimes need extra support. The school support profile states what extra support the school offers, in addition to the basic support. The document also states which goals and wishes the school has for the future. In addition, the profile deals with contact with parents regarding support. Teachers, the school management and the board of governors jointly draw up the school support profile.

Every child is unique and most children develop optimally within the Montessori environment. However, also at Casa some children need extra care. The extent and the way in which children receive extra care varies greatly. The signalling that children need extra care is done by guides, parents and the IB-er (internal supervisor). If extra care is needed, a decision is made as to what the follow-up course will be. This is coordinated by the internal supervisor.

To support the internal supervisor, Casa has a care team in which the management also participates.

Internal care levels:

1. **Level one:** The child develops well at Casa. There is a sense of well-being and involvement in learning and the development shows an upward trend. The child is well followed and guided by the guide.
2. **Level two:** It is observed that the well-being and/or development of a child are not optimal. The teacher makes notes of this in MRX, chooses a goal (together with the child) and makes a plan, in consultation with the colleagues in the group. After six weeks, he or she evaluates the plan and decides whether to continue with the plan, if it works, or to call in the IB-er because the plan does not work (enough). The parents are informed and their opinion and expertise is included in the follow-up plan. A report is made of this conversation.
3. **Level three:** If progress remains stagnant, the child is discussed in the care team. A decision is made to make use of the expertise present within the team or to call in external help, such as a referral to an external expert or a registration with the partnership for the deployment of a preventive ambulant counsellor. A new development plan is drawn up in consultation with the child and the parents. The care team is involved in this plan and its evaluation.
4. **Level 4:** Despite the efforts of all of the above, the child does not sufficiently develop at Casa. The drawing up of a growth document becomes necessary for requesting an arrangement from the partnership or for referring a child to another school.

Appropriate education

Casa is part of PPO Delflanden, a partnership of 80 schools from Delft, Lansingerland, Midden-Delfland and Pijnacker-Nootdorp.

Contact details PPO Delflanden:

Buitenhofdreef 8,

2625 XR Delft

Telephone: 015 285 5554

www.ppodelflanden.nl

The mission of this partnership is to provide appropriate education for every child in the region where it is needed.

Appropriate education involves a number of educational levels:

- Basic support. The schools have made agreements with one another regarding what every primary school must be able to offer. These agreements can be found in the school support profile. This is a new way of cooperating, which means that in the coming years, we will jointly elaborate on this basic support (Casa's level one and two).
- Sometimes, a child will need more than the basic support offered by the school. The partnership will be involved in those children to determine what these children need. This is referred to as an arrangement (Casa's level three).
- In the case of a number of children, it will turn out that basic support is not sufficient. It has been established that the arrangement cannot be offered at the primary school and that a special place of teaching then applies. In such situations, we work with parents and schools to find the right educational placement (casas level four).

Future provision of additional support

AMI- (Association Montessori Internationale) certified colleagues work within Casa. They are specialised in offering a broad curriculum tailored to the developmental needs of children.

From the school year 2022/2023, Casa will be employing a "special needs support" employee. Amongst other things, she will focus on shorter intensive guidance. We will also continue to give extra support to children who are learning Dutch as a second language.

Qualified specialists at school

Language and mathematics

Which specialists work in this area?

- Internal coordinator
- Remedial teacher
- Specialists for gifted and talented children

We make use of external specialists for language and mathematics, such as through the internal supervisor, if necessary by means of remedial teaching. There are also colleagues who are specialists in guiding children who are highly gifted.

Social and emotional

Which specialists work in this area?

- Internal coordinator
- Orthopedagogist
- Kanjer Training specialist

Casa uses Positive Discipline for social and emotional development. This is a way of coaching children by letting them know which behaviour is acceptable in a way that is firm but friendly. Several colleagues have been trained in coaching according to Pos. Discipline.

For Kanjer training, we have three colleagues who are certified trainers.

Behaviour, work attitude and approach to tasks

Which specialists work in this area of interest?

- There are no qualified specialists for this area of focus

Motor and physical development

Which specialists work in this area?

- Gym teachers

At Casa there are special teachers for physical education, who also organise several sports days per school year.

Medical treatment and personal care

Which specialists work in this area of interest?

- There are no qualified specialists for this area of focus

At least every class has a teacher with a certified BHV child certificate and is able to act in case of incidents where a child gets hurt.

3.2 Safety at school

Anti-bullying program

The anti-bullying programme is woven into the attention paid at school to the social-emotional development of the children. Montessori education is also called peace education, because this form of education is so heavily based on the involvement and well-being of children.

In the Children's House, much attention is paid to the social norms and 'Grace & Courtesy' lessons by means of role-playing. The guides work according to the Positive Discipline method. This gives them tools to observe children, analyse behaviour and supervise effectively. In addition, they speak the same language, which is simultaneously 'firm & kind'.

In the Lower and Upper Elementary children work together a lot; this is very important at this age.

Working together requires children to let go of their own ideas sometimes, to be flexible and to adapt to others. From an early age, children learn within Montessori education to take each other into account. The method of Positive Discipline is also used in the Lower and Upper Elementary. The children learn that they are part of a group and that they can work together empathetically and problem-solve. Through daily class meetings, children are empowered to be themselves, to support each other and to solve conflicts.

In addition, all Elementary children work with Kanjer training, which gives children language and skills to know themselves and others and teaches them that you always have choices in your response and behaviour.

We find it very important that children feel safe at school and feel seen. If you, as a parent, feel that this is not the case, please discuss this with your child's teachers.

Social and physical safety

Our school monitors pupils' perceptions of social safety. We take a questionnaire via Enquête tool from Vensters.

This is completed by the Upper Elementary pupils. In addition, there is a daily circle in the Lower and Upper Elementary in which children have the opportunity to indicate how they feel and determine together what could be improved/different in the classroom.

*Social and physical safety for all pupils and staff at Casa:

Casa strives to be a suitable learning environment for every pupil. If, due to the presence of a pupil, the safety of other pupils and/or guides cannot be guaranteed, Casa may decide, in consultation with parents, to suspend the child (for 1 or more days). The suspension may last a maximum of 5 days. Casa's full code of conduct and suspension policy can be found in the appendices.

*Child abuse reporting code:

The Special Needs coordinator is the attention officer for the entire Casa Child Centre. Casa is in possession of the manual and reporting code for domestic violence and child abuse (see appendices). This contains the step-by-step plan for acting on signals of domestic violence and child abuse. In case of reasonable doubt regarding suspicions of child abuse, we proceed according to the following steps of the reporting code.

Step 1: Identification of signals.

Step 2: Consultation with a colleague. And possibly consult Safe Home (the advice and reporting centre

for domestic violence and child abuse) for advice, or an expert in the field of injury counselling.

Step 3: Conversation with the person(s) involved.

Step 4: Weighing the domestic violence or child abuse. And if in doubt, always consult Safe Home.

Step 5: Decide whether to organise help yourself or report it.

Anti-bullying coordinator and confidential advisor

Anti-bullying coordination lies with the group guides. Each guide is responsible for combating bullying behaviour. For support, they can contact their colleagues or team coordinator and the management.

Function	Name	E-mail address
Confidential advisor	Jeanet Bossche	jeanet@casaschool.nl
Confidential advisor	Engelien de Bruin	engelien@casaschool.nl

4 Useful information for parents

4.1 How parents are involved

Casa pursues ambitious goals, therefore parent involvement is very important.

Parent(s):

- Are seen and heard as experts on the experiences of their child
- Observe their child in the group once a year
- Have a progress discussion twice a year
- Participate actively if his/her child needs extra support

In addition, the following contact moments are organised for the parents:

- Weekly walk-ins with the guides
- Periodic lessons mornings/afternoons, where parents receive lessons from their children
- Presentation afternoons, when children present their projects

Parents are also involved by offering help, for instance as:

- participant in the event team (parents who organise parties and activities at school)
- Member of the Child Centre Council (CC-council)
- Helping parents with all kinds of activities (outings, sports day, reading/math, lice-check etc.)
- guest speaker to give a lesson in the classroom
- specialist in sharing knowledge with the management and/or guides

There are class parents who also serve as the first point of contact to inquire among themselves and exchange data, and there are parents who help the class organise an activity such as visiting an appropriate museum lesson, for which we have an event team.

Communication with parents

Parents are informed in the following ways:

Casa cherishes a good relationship with parents and strives for clear and open communication.

Parents are informed via newsletters and at parents' evenings about the following subjects, among others:

- The ins and outs of their child's building (beginning of school year)
- Information about the work week (just before the work week)
- Montessori pedagogy
- Bilingualism

- Education - Applying Montessori principles at home
- Explanation about e.g. maths education at Casa

Every parent has access to Parro, the communication-app of Casa. All kinds of announcements are made in this app, such as:

- important announcements regarding changes in the daily schedule, power outages, etc.
- Upcoming activities and related information
- Requests for parent help
- Menu of the week
- Photos and reports per group
- CC-council minutes

Parro also has a calendar function. It contains the annual agenda of all closed dates, holidays and activities at Casa.

Communication with individual parents is done by email from the group or from the management.

Parents can use the following email addresses for their communication with Casa:

- Administration: for questions about child planning, days off and leave requests: administratie@casaschool.nl (if not via flexkids)
- Financial administration: for questions about invoices and/or payments: finances@casaschool.nl
- Group guides: for questions to the guides of their child: **groupname@casaschool.nl** (e.g. earth@casaschool.nl)
- Management: directie@casaschool.nl
- KC-Council: for questions and/or remarks about policy issues or to discuss matters: mr@casaschool.nl
- Event team: events@casaschool.nl
- Class parent: **groupname.classparent@casaschool.nl** (e.g. mars.classparent@casaschool.nl)
- Board: bestuur@casaschool.nl

Complaints procedure

The purpose of the complaints procedure is to ensure a careful and customer-oriented handling of complaints. No matter how well the staff at Casa do their best, it can always happen that you do not agree with something. Where there is cooperation, tensions may arise. Tensions between a pupil or a parent on the one hand and the school management, a guide, a pedagogical staff member or another person involved in the school on the other hand. If you are dissatisfied with a member of staff or with a certain course of events at Casa, we ask you to let us know personally. Together we can then try to find a solution to your dissatisfaction.

Complaints about Casa can best be submitted to the management of Casa: Tessa Wessels. You can also talk to the school's designated confidential advisors: Jeanet Bossche or Engeliën de Bruin.

Have you talked to each other but still not found a solution? Then, as a parent or pupil, you can submit a formal complaint. You must then submit this verbally and in writing to the management or to the board.

The internal complaints procedure can be found on the website:

<https://casaschool.nl/organisation/lodging-complaints/?lang=en>

Would you like to submit your complaint externally? Then there are the following possibilities:

Casa School

For pupils aged four and above, Casa School is affiliated with the National Complaints Committee for general and alternative education. You can contact this complaints committee if you have a complaint relating to Casa School.

Landelijke Klachtencommissie voor het algemeen bijzonder onderwijs

Postbus 955722509 CN Den Haag

Ambtelijk secretariaat: Mevrouw D.H.C. Dane-Peeters

Tel. 070 – 331 52 44

Email: lkc@vbs.nl

Casa Opvang

Stichting Casa Opvang and the parent committee are members of the Disputes Committee for Childcare. You can contact this Disputes Committee if your complaint concerns an event that took place between 14:00 and 18:00 or if your child is three years or younger. For more information, please visit www.degeschillencommissie.nl.

An annual complaints report is drawn up and published for each school year.

Parent involvement

Parental participation is organised in the following way at our school:

- Child Centre Council

Parents are involved in the following activities at our school:

Parents are involved in:

- Outings
- Work week (once a year for Lower and Upper Elementary)
- Sports days
- Organising parties
- Library
- Reading and maths education
- Lice checks
- Traffic lessons
- Picture day
- Birthday lunch
- Garden maintenance
- Tidying up
- Expert

4.2 Voluntary parental contribution

What is the voluntary parental contribution?

Schools may ask parents to contribute to the costs. Conditions are that this contribution is voluntary and that the parents in the Participation Council have agreed to it. The contribution is for activities outside of class.

We ask for a voluntary parental contribution of € 1164,00

From that, we fund:

- Food and drink and cooks' staff costs
- Nature education and outside guides personnel costs
- Sports days, parties and events
- Christmas
- Work weeks
- School trip
- Sinterklaas

There are no other school fees.

Casa requires parents to pay a parental contribution. This contribution is set annually with the approval of the Child Centre (CC) Council. The parental contribution is voluntary. Pupils will under no circumstances be excluded from participating in activities paid for from the parental contribution.

The voluntary parental contribution is € 1164 per year for four- to 12-year-olds. For toddlers and three-year-olds, this voluntary parental contribution does not apply. The parental contribution pays for snacks and lunch and all non-government subsidised activities and materials.

Without this voluntary parental contribution, Casa would not be able to carry out the concept Casa stands for.

Explanation of voluntary parental contribution:

The voluntary parental contribution of €1164 is spent on the following items:

- outings to e.g. museums, zoo etc;
- work weeks in the Lower and Upper Elementary;
- sports days and events;
- nature education;
- English-language material;
- staff for outside work;
- celebrations such as Sinterklaas and Christmas;
- library;
- organic vegetarian hot lunch
- snack (organic fruit and raw vegetables);
- kitchen and kitchenware;

- kitchen staff.

This contribution is spread over twelve months (€97 per month), invoiced monthly and collected by direct debit. Should parents be unable to pay the contribution (in full), they can discuss this with the management.



4.3 Reporting sick and requesting leave

About school absenteeism

Schools are obliged to report unauthorised absence from school to the truancy officer. Sometimes a pupil cannot attend school and is in that case absent from school for lawful reasons. On the website of the Rijksoverheid (www.rijksoverheid.nl) is stated when it is a case of lawful absence.

Is it not possible to go on holiday during the school holidays? Ask the school management for permission to go on holiday [outside the school holidays](#) in exceptional cases.

This is how you report your child sick:

If your child is absent due to illness, this can be reported in Flexkids (attendance registration system) before 08:00. After this time, you should call the administration office to inform us. If your child is present but needs medication, we will only administer medication if it has been prescribed by a doctor. For this purpose, you must fill in a form and inform the guides personally.

This is how you apply for leave for your child:

All children have the possibility to take a maximum of 29 days of flexible leave outside of the regular school holidays.

For holidays shorter than a week, this should be indicated at least three days before the day off in Flexkids, Casa's child planning system.

Holidays longer than a week must be indicated 6 weeks in advance. All children attend between 940 and

1100 school hours per year. Attendance is registered, so that checking the minimum number of hours is possible. Because Casa offers individual education, personal timetables are not necessary.

4.4 Admission policy

All children are, in principle, admissible. Since Casa has more applications than places, Casa works with a waiting list.

Children start at Casa with the Toddlers from 17 months or in the Children's House at the age of 3 (through Stichting Kinderopvang Casa). In the Children's House, children from the nursery (3 years) and primary school (4 and 5 years) are mixed. If there is room for lateral entry in a particular year, parents are approached in order of placement on the waiting list.

For lateral entry, we have the following admission requirements:

- The application information shows that the Casa staff can give the pupil the care and guidance that the parents consider necessary;
- The parents and/or the pupil endorse the principles and working methods of our school;
- There is or can be a question of respecting and maintaining peace and/or safety;
- There is sufficient admission capacity;
- A certificate of deregistration and an educational report from the previous school can be handed over (this only applies to pupils who come from another school or educational institution).

The above procedure can be found on the publicly accessible webpage "Enrollment and Admittance" of Casa (www.casaschool.nl).

5 Development and results

5.1 Interim tests

There are several parties involved in tracking children's progress:

- the child
- the guides;
- the parent(s)/guardians.

The child

Children are supported to become owners of their own learning process.

In the Children's House, the learning line is present in physical form in the prepared environment. The child is invited by the environment. He does what he sees.

From the Lower Elementary onwards, the children work with goal books containing the learning objectives for the relevant section. These goals are divided into basic skills and extra skills. This goal booklet also clearly states which skills they should master at which age.

Children know they have mastered a skill by making a proof or creating a conclusion moment. This can be done by taking a test, completing a quiz, a report and/or a presentation. The children collect the evidence in a portfolio.

Children are encouraged to reflect and get to know themselves. They have a reflection meeting with their mentor about once every three weeks (if necessary, the meetings are more frequent). They learn to talk about their work by being asked specific questions.

In the Lower and Upper Elementary, children are also involved in the progress talks with the parents. In the Lower Elementary, children learn to keep track of their work in a diary and their progress in 'I can books'.

In Upper Elementary, children formulate their own goals and structurally reflect on whether the goals have been achieved. Based on their goals, they make a daily or weekly plan. They are involved in analysing their progress and have regular reflection meetings with their mentor. Children in the Upper Elementary are involved in making a benchmark report by talking about it with their mentor.

The guide

The guides keep track of progress by making targeted observations. Within Montessori education, observation is an essential component in which the guides are trained. The Children's House guide observes by mainly looking, because they are primarily there to help the child to do it themselves. The guide in the Lower and Upper Elementary observes by listening because they primarily help children to think.

Through the observations and signals made during lessons, the guides learn a lot about the child: learning styles, levels, interests, etc. This is crucial for guiding the child to the 'zone of closest development'. Because there are several guides in the group, several adults observe the child in its learning process. This contributes to a more complete, objective picture of the child.

The observations are recorded in the digital child monitoring system MRX. MRX shows how all learning objectives and skills are linked to lessons and at what age we can expect children to have achieved these objectives. 'Benchmark' progress reports are made from the system. In this progress report, the guide writes comments regarding each developmental area. Through this way of reporting, progress can be followed.

The parent

Parents are experts from experience. They know their children well and because children sometimes behave differently at home than at school, it is necessary for parents and guides to exchange information exchange about the child.

Observations and parent talks

Once a year, one of the parents can observe the child during the working period in the group. Before the observation, the parent receives guidelines from the guide on how to observe. Subsequently, the parents have a conversation with the guide at a mutually agreed upon moment. At the end of the conversation, the guides and the parents make a summary of the conversation, which is recorded in MRX. A second conversation takes place about six months later. Prior to the conversations, you will receive a benchmark progress report.

Benchmark progress report

In the benchmark progress report you can see all the developmental areas that your child is working on. These benchmarks are a summary of all the skills a child can work on at Casa. Linked to these benchmarks are ages, so that you can see at what age children should learn these skills and eventually master them. These ages are based on the Dutch core objectives and the AMI guidelines. To show the progress of the child, these benchmarks are assigned the classification: 'present', 'practise', 'improve' and 'mastered'. The assignment of this classification is based on observations by the guides. They will also add an explanation of each developmental area and indicate the objectives for the coming period. Starting upper elementary, test results will also be included in the report. Although the interpretation of the development is set against the age of the average child (benchmark), we find it mostly important that the progress of the child is looked at in relation to itself.

Tests

We take nationally normed school skill tests (IEP lvs) to confirm that our observations are correct. The context in which the results are analysed is very important. In national tests, for example, questions are sometimes asked about something that children have not yet been offered at Casa. This is because we provide individual education and because the Montessori learning lines differ from those in regular education. Ultimately, the same (or even more) is offered at Casa, but in a different order.

During the parent meetings of the Lower and Upper Elementary you will discuss test results. The parents of children who score low or who have scored much lower than before will be informed immediately after the tests and follow-up actions will be discussed.

The tests that are taken are:

Technical reading (once or twice a year):

- Group 3 to Group 5 DMT and AVI tests.
- From group 6 SVT technical reading (and AVI if needed)

Reading comprehension (twice a year)

- from group 4 (IEP)

Mathematics (twice a year)

- from group 3 (IEP)

Spelling (twice a year)

- from group 4 (IEP)

Mental arithmetic (twice a year)

- from group 4 (TTR)

IEP advisory guide (once a year)

- group 7

IEP final test (once a year)

- group 8

Sociogram (once a year)

- from group 6

5.2 Final test results

What is the final test?

Up to and including school year 2022-2023, all pupils take a final test at the end of primary school. This is compulsory. The final test allows pupils to show what they have learned in primary school. The teacher gives the pupil a recommendation for the level of education in secondary school. Does the pupil score better on the test than the teacher's advice? Then the school must reconsider the advice. With a lower score, this is not necessary. The final test is not an exam; pupils cannot pass or fail.

Note: Starting from school year 2023-2024, the final test will be replaced by the transition test. The flow-through test takes place in February and gives students an equal chance to apply for the preferred secondary school that best suits their level by the end of March. The results of the flow-through test will be visible for the first time in the school guide of school year 2024-2025.

Reference levels

The Inspectorate of Education checks whether education at schools is of sufficient level. The final test results of pupils play an important role in this check. From 1 August 2020, the Inspectorate will use reference levels to determine whether a school performs adequately or unsatisfactorily.

What are reference levels?

A final test measures for the components Dutch language and arithmetic:

- What percentage of pupils have achieved the basic level with the final test (this is also called the fundamental level).
- What percentage of pupils have achieved the target level with the final test. This is a higher level that the pupils can achieve.

The fundamental level (basic level) and the target level (higher level) are also called 'reference levels'. They say what level the pupils at the school have reached in the areas of language and mathematics. In order to see whether the school has scored adequately or unsatisfactorily, they are compared with the Inspectorate of Education's signalling values.

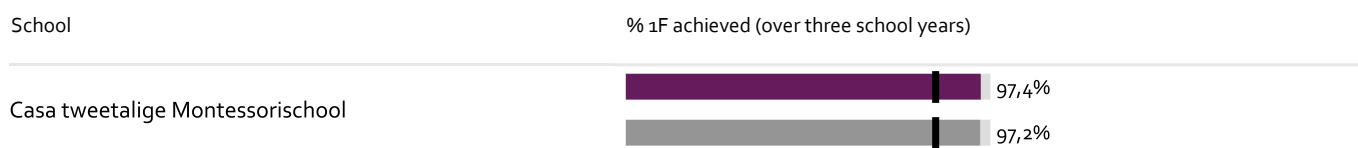
What are signalling values?

The minimum percentage the school must achieve at both levels is fixed in advance. These percentages are determined by the Inspectorate of Education. If the school scores less than this established, minimum value, it can be a signal that something may not be going well at the school. That is why these minimum scores are called 'signalling values'.

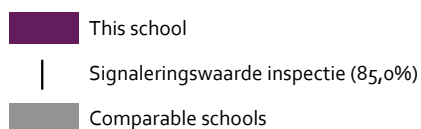
When the percentage of pupils in the school for both the fundamental level and the target level are at or above the signalling values, the results in that school year are sufficient.

Note: For the assessment of school years 2021/2022 and 2022/2023, in addition to the unchanged signalling values, the inspectorate uses so-called correction values when assessing learning outcomes. More information can be found at [the website of the inspection \(Beoordeling leerresultaten po 2022-2023\)](#).

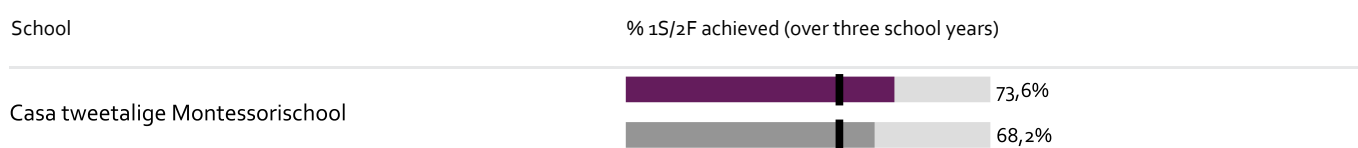
What percentage of pupils achieve the fundamental level?



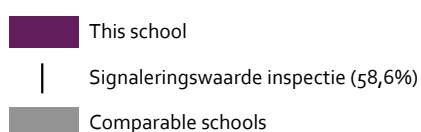
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What percentage of students achieve the target level?



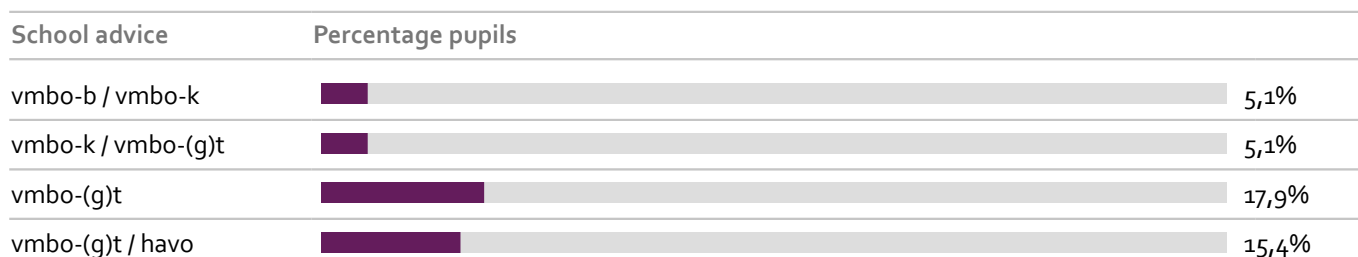
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5.3 School advice

In the Netherlands, the school's advice determines the level at which a child will go to secondary school. During the parent meetings in the penultimate school year, the counsellors make known to which level they think the child will eventually go. During the conversation in January of the last school year, the final advice is given. This advice is based on the data that Casa has collected during the child's school career. If the final test results are higher than the advice Casa has given, the advice is sometimes adjusted upwards.

What school advice did the school give to students in 2021-2022?



havo		10,3%
havo / vwo		25,6%
vwo		20,5%

5.4 Social development

Vision for Social Benefits

What do schools mean by social benefits?

At school, children learn and develop skills needed to interact well with others. And to contribute to society. These include skills such as cooperating, solving quarrels and knowing how to save yourself. These skills make school pleasant and safe and improve learning performance. Children participate in society in a positive way.

Our core values from the vision for social benefits are:

Courage

Connection

Responsibility

At Casa, we think it is important that children (learn) to take care of themselves and their surroundings. In addition, children are aware that they are part of a greater whole. From an early age, they learn what good behaviour is and what expectations there are in social situations.

In the Children's House, social development and the acquisition of social values are supported by specific role play: 'Grace and Courtesy' lessons. Children are guided in groups to recognise emotions and express them appropriately.

In the Lower and Upper Elementary children develop their moral compass. They have a strong sense of justice and are constantly concerned with what is right and wrong. The core social values are discussed in group and individual discussions. Making children aware of their own role in social situations and the different options/choices they have is also an important aspect. Children are made aware of their own feelings and taught to help themselves in a positive way.

Method of working for Social Benefits

Cooperation, self-reliance and personal responsibility are basic principles of Montessori education. This is ingrained in our teaching method.

In the Children's House a lot of attention is paid to the norm of interaction and 'Grace & Courtesy' lessons by means of role-playing. The guides work according to the Positive Discipline method. This gives them

tools to observe children, analyse behaviour and guide them effectively. In addition, they speak the same language, which is simultaneously 'firm & kind'.

In the Lower and Upper Elementary children work together a lot; this is very important at this age. Working together requires children to actively listen to other view points and being prepared to adjust their own ideas, working together towards a goal. From an early age, children learn in Montessori education to take account of each other. In the Lower and Upper Elementary the guides also work on the basis of the methodology of Positive discipline. The children learn that they are part of a group and that they can work together empathetically and problem-solve. Through daily class meetings, children are empowered to be themselves, support each other and resolve conflicts. In the Upper Elementary we also work with Kanjer training. We find it very important that children feel safe at school and feel seen. If you, as a parent, feel that this is not the case, please discuss this with your child's teachers.

Information is shared with parents during parent evenings and in newsletters. Parents are also involved in resolving individual incidents.

6 School time and childcare

Casa is open 50 weeks a year (except for national holidays), on working days from 7:30-18:00. Casa is closed one week between Christmas and New Year and also five separate days spread throughout the year; these days are mainly used for staff study days. In addition, children from the age of five go to Jeugdland in Pijnacker for one week during the summer. This week, therefore, there will be childcare but no education.

Childcare and school are fully integrated. All activities are offered throughout the day; only on Wednesday and Friday afternoons there is a modified programme.

6.1 School times

At our school we have a five equal days model (five identical school days without a free afternoon).

	Morning		Afternoon	
	Before school care	School time	School time	After school care
Monday	07:30 - 08:00	08:00 - 14:00	-	14:00 - 18:00
Tuesday	07:30 - 08:00	08:00 - 14:00	-	14:00 - 18:00
Wednesday	07:30 - 08:00	08:00 - 14:00	-	14:00 - 18:00
Thursday	07:30 - 08:00	08:00 - 14:00	-	14:00 - 18:00
Friday	07:30 - 08:00	08:00 - 14:00	-	14:00 - 18:00

 Childcare
 School time

6.2 Childcare

Before school care

Childcare before school is arranged in cooperation with teachers/teams in the school building. There is a charge for this.

Interim school care

There is no separate lunchtime childcare.

After school care

After school care is arranged in cooperation with teachers/teams in the school building. There is a charge for this.

Care during public holidays and school holidays

Childcare is available during days off and school holidays. Parents can choose from the following flexi packages:

1. Basic package: Pupils only attend school. For them, the regular holidays of central Netherlands apply.
2. NSO package: Pupils receive childcare during the 40 weeks of school. For them, the regular holidays of central Netherlands apply.
3. Total package: Pupils that have the total package enjoy "enriched care" during the holidays. In principle, this means that our school programme continues during the holidays. However, these hours do not count as official school hours.

Flexibilisation of education times:

Casa offers education 40 weeks per school year, 5 days per week, 5.5 hours per day. This comes down to 1100 education hours per year. Since 940 hours are compulsory, this offers the possibility for students (regardless of the care package purchased) to fill in 160 hours flexibly.

6.3 Holiday schedule

Vacations 2023-2024

Vacation	From	Until and including
Fall vacation	16 October 2023	20 October 2023
Winter vacation	25 December 2023	05 January 2024
Spring vacation	19 February 2024	23 February 2024
May vacation	29 April 2024	10 May 2024
Summer vacation	15 July 2024	26 August 2024

Children who take a Basic Package or NSO package for childcare (see under Childcare) at Casa follow the regular school holidays. Children taking the Total Package are flexible in planning holidays.

In addition to the regular school holidays, five study days are scheduled throughout the school year. On these days, Casa is closed for education and pupils are off. No childcare is offered on these days.

6.4 Who can be reached when?

It is possible to speak to the staff at school at the following times:

	Day(s)	Time(s)
Walk-in with guides	Wednesday and Friday	14:00 - 14:30

In addition, there are the following contact moments:

1. Annually two progress meetings (0,5 hour)
2. Yearly observation of your child in the classroom
3. Annually four times receiving a lesson from your child in the classroom